## ROYAL CANADIAN ARMY CADETS

# GOLD STAR - QUALIFICATION STANDARD AND PLAN

(ENGLISH)

(Supersedes A-CR-CCP-704/PG-001 dated 2015-07-01)

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## FOREWORD AND PREFACE

1. **Issuing Authority.** This Qualification Standard and Plan (QSP) A-CR-CCP-704/PG-001 was developed under the authority of the Commander, Cadets and Junior Canadian Rangers in accordance with Cadet Administrative and Training Order (CATO) 11-03, *Cadet Program Mandate*, CATO 11-04, *Cadet Program Outline* and CATO 40-01, *Army Cadet Program Outline*, and issued on the authority of the Chief of Defence Staff.

2. **Development.** Development of this QSP was in accordance with the performance-oriented concept of training outlined in the A-P9-050 Series, *Canadian Forces Individual Training and Education System*, with modifications to meet the needs of the Canadian Cadet Organization (CCO).

3. **Purpose of the QSP.** The QSP is to be used by Royal Canadian Army Cadet Corps to conduct Gold Star, as outlined in CATO 11-04, *Cadet Program Outline* and CATO 40-01, *Army Cadet Program Outline*.

4. **Suggested Changes.** Suggested changes to this document may be sent directly toSuggested changes to this document can be forwarded to cadettraining@forces.gc.ca.

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# CHAPTER 1

# GENERAL

## AIM

1. The aim of Gold Star is to provide an Army Cadet with the theoretical knowledge and practical experience required to participate in corps activities and appointments as a team leader.

## PROGRAM DESIGN

2. The Gold Star Program has been designed:

   a. assuming that the majority of cadets undertaking Gold Star training are between 15 and 16 years of age;

   b. assuming that the majority of cadets have successfully completed Silver Star;

   c. using age-appropriate learning strategies;

   d. using 30 minutes as a standard period of instruction;

   e. by providing a programming mix consisting of mandatory and complementary training;

   f. to include training which is experiential and skill-based, with a lesser focus on theoretical knowledge; and

   g. assuming that learning will take place through a combination of programmed periods of instruction, unstructured discussions, teachable moments, and coaching / mentoring opportunities.

3. Each Star Level is composed of performance objectives (POs) subdivided into enabling objectives (EOs).

## PERFORMANCE OBJECTIVES

4. PO numbers are usually made up of three digits:

   a. The first digit indicates the star level (eg, ‘X’ represents Green Star to Gold Star, ‘1’ represents Green Star, ‘2’ represent Red Star, etc.).

   b. The second and third digits indicate the topic area (eg, ‘00’ represents Positive Social Relations for Youth, ‘01’ represents Citizenship, ‘02’ represents Community Service, etc.).

5. EO numbers are usually made up of six digits (eg, EO M103.01):

   a. The first digit is either an ‘M’, which indicates mandatory training, or a ‘C’, which indicates complementary training.

   b. The second, third and fourth digits indicate the PO as per para 4.

   c. The fifth and sixth digits indicate the specific EO number (eg, EO M103.01 is the first mandatory EO in Green Star leadership).

   d. Some EOs have a seventh digit, which indicates there is a selection of EOs to choose from (eg, EOs MX01.01A, MX01.01B, MX01.01C, etc. indicates corps can choose any one of these EOs to satisfy the requirements of mandatory Citizenship training).

6. Each PO has been developed to contribute directly to the program aim and participant outcomes detailed in CATO 11-03, *Cadet Program Mandate*. The following are summaries of the POs common to all elements of the CP (allocated POs numbered 400 to X20) and the POs specific to Gold Star (allocated POs numbered 422 to 426):

a. **Positive Social Relations for Youth.** PO 400 – Participate in Positive Social Relations for Youth Training. The aim of Positive Social Relations for Youth is to prepare cadets to interact comfortably within the cadet community, interact positively with others, exercise sound judgement, accept personal responsibility for actions and choices, deal with interpersonal conflict, and seek assistance from available resources when needed.

b. **Citizenship.** PO X01 – Participate in Citizenship Activities. The aim of this PO is to introduce cadets to various aspects of being a good Canadian citizen through a range of fun, interesting and challenging activities.

c. **Community Service.** PO X02 – Perform Community Service. The aim of this PO is to encourage cadets to be active citizens through participation as a team leader in a local community service activity.

d. **Leadership.** PO 403 – Act as a Team Leader. The aim of this PO is to provide cadets with knowledge and skills to practice team leadership during naturally occurring leadership opportunities.

e. **Personal Fitness and Healthy Living.** PO X04 – Track Participation in Physical Activities. The aim of this PO is to encourage cadets to live a healthy, active lifestyle by meeting the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines* for youth.

f. **Physical Activities.** PO X05 – Participate in Physical Activities. The aim of this PO is for cadets to have fun participating in physical activities.

g. **Air Rifle Marksmanship.** PO 406 – Fire the Cadet Air Rifle During Recreational Marksmanship. The aim of this PO is to develop cadets' marksmanship abilities through participation in recreational marksmanship.

h. **General Cadet Knowledge.** PO 407 – Serve in an Army Cadet Corps. The aim of this PO is to provide cadets with information on the opportunities inherent in the Army CP.

i. **Drill.** PO 408 – Command a Platoon on Parade. The aim of this PO is to provide cadets with the knowledge and skills to act as a team leader while commanding a Platoon on parade.

j. **Instructional Techniques.** PO 409 – Instruct a Lesson. The aim of this PO is to provide cadets with the knowledge and skills to instruct a 30-minute lesson.

k. **CAF Familiarization.** PO X20 – Participate in Canadian Armed Forces (CAF) Familiarization Activities. The aim of this PO is to stimulate the interest of cadets in the sea, land and air activities of the CAF.

l. **Navigation.** PO 422 – Follow a Multi-Leg Route Using a Global Positioning System (GPS) Receiver. The aim of this PO is to prepare cadets to follow a route using a GPS receiver.

m. **Wilderness Survival.** PO 424 – Employ Natural Resources in a Survival Situation. The aim of this PO is to provide cadets with the knowledge and skills to use a knife to survive in the wilderness when immediate rescue is not assured.

n. **Outdoor Leadership.** PO 425 – Develop an Expedition Plan. The aim of this PO is to provide cadets with a process to follow for planning an expedition.

o. **Expedition. Expedition.** PO 426 – Perform Expedition Skills. The aim this PO is to have cadets draw together material from the topic areas of Field Training, Navigation, and Trekking with dynamic transportation (two of: hiking / trekking, canoeing, mountain biking, snowshoeing or cross-country skiing) during a weekend expedition along a linear route.

## TRAINING PREREQUISITES

7. To participate in Gold Star, youths must be members of an Army Cadet Corps, as specified in A-CR-CCP-950/PT-001, *Queen's Regulations and Orders for the Canadian Cadet Organization*, Article 4.01.

## USE OF THE QSP

8. This QSP shall be used as the primary authority governing the development, implementation, conduct and evaluation of the training and standards to qualify a cadet as Gold Star. This QSP shall also be used by the Directorate Cadets and Junior Canadian Rangers as the primary reference for validation of Gold Star qualification training.

9. Gold Star shall be conducted using this QSP as the training control document in conjunction with A-CR-CCP-704/PF-001, *Royal Canadian Army Cadets Gold Star Instructional Guides*.

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# CHAPTER 2

# TRAINING MANAGEMENT DETAILS

## RESPONSIBLE AGENCY AND TRAINING ESTABLISHMENTS

1. The Managing Authority for the Army Cadet Star Level Program is D Cdts & JCR. The conduct of said program is the responsibility of the Regional Cadet Support Units (RCSUs) through authorized Training Establishments (TEs). These TEs include:

   a. Royal Canadian Army Cadet Corps (RCACC); and

   b. Technical TEs, such as:

      (1) Expedition Centres; and

      (2) Other zone, detachment or regional TEs as authorized by RCSU Commanding Officers (CO).

## TRAINING DETAILS

2. In accordance with CATO 11-04, *Cadet Program Outline*, and CATO 40-01, *Army Cadet Program Outline*, the Star Level Program is conducted between 1 September and 30 June of each training year through a combination of 30 training sessions and 10 supported training days as detailed in Annex A.

3. The Star Level Program is divided into two compulsory components that must be completed by all cadets. These components are:

   a. **Mandatory Training**. Mandatory training is a scheme of activities that is requisite for corps, and in some instances, specialized TEs, to conduct and for cadets to accomplish in order to complete the Star Level Program; and

   b. **Complementary Training**. Complementary training is a scheme of activities that is requisite for corps, and in some instances specialized TEs, to conduct and for cadets to accomplish in order to complete the Star Level Program. These activities complement mandatory activities and form an integral part of the Star Level Program. COs have the discretion to choose activities from a range of possibilities, thus allowing them flexibility to tailor the Star Level Program to match the corps' interests and resources.

4. **Period Allocation**. Periods are 30 minutes in duration with some periods allocated to be delivered during training days / weekends. A detailed period allocation, including details on training days / weekend, is provided at Annex A, and scheduling guidelines are located at Annex B.

5. **Training Days / Weekends**.

   a. The planning and conduct of training days is the responsibility of the corps. Day training shall be conducted at the corps parade location or, where suitable facilities do not exist at the corps parade location, within the local community.

   b. The conduct of expedition training is normally the responsibility of Technical TEs (Expedition Centres). The planning of these activities is to be done in conjunction with the Area Cadet Detachment / RCSU and RCSS / Expedition Centre.

   c. In accordance with CATO 11-04, *Cadet Program Outline*, weekend training shall normally be conducted within three hundred kilometres of the corps parade location.

   d. Where support of mandatory or complementary days / weekends is required, requests shall be forwarded to the appropriate RCSU. Refer to CATO 40-01, *Army Cadet Program Outline*, and regional orders for amplified information on support available from RCSUs.

e. Training days and weekends shall be structured, unless otherwise specified in the individual Star QSP, to include cadets from all levels of the Star Level Program.

6. **Training Capacity**. The training capacity is limited to the ability of the corps to meet supervision requirements in accordance with CATO 13-12, *Supervision of Cadets*, and in some cases, to established quotas.

7. **Training Staff Requirements.**

a. Corps Training Officer (Trg O):

| RANK | MOSID | NUMBER | QUALIFICATION |
|---|---|---|---|
| Capt | 00232-02 | 1 | Minimum:<br>Captain Qualification; or<br>CIC Intermediate Officer Qualification<br>Preferred:<br>CIC Training Officer (Corps / Squadron) Qualification; and<br>CIC Occupational Specialty Senior Instructor Qualification |

b. Gold Star Course Officer (Gold Star Crse O):

| RANK | MOSID | NUMBER | QUALIFICATION |
|---|---|---|---|
| 2Lt / Lt | 00232-02 | 1 | Minimum:<br>Basic Officer Qualification; or<br>CIC Basic Military Officer Qualification and Basic Military Occupational Qualification<br>Preferred:<br>Military Occupation Course (Army); or<br>CIC Basic Military Officer Qualification (Army) |

Note: This position may also be filled by an OCdt, should circumstances warrant.

c. Instructors:

| RANK | MOSID | NUMBER | QUALIFICATION |
|---|---|---|---|
| Cadet WO and above | N/A | 1 per 10 cadets | Minimum:<br>Completion of the Gold Star Program<br>Preferred:<br>CSTC specialties appropriate for activity requirements (eg, Air Rifle Marksmanship Instructor for marksmanship instruction). |

8. **Technical Specialists**. The number of technical specialists required is influenced by policy documentation specific to the activity (eg, CATOs, Water Safety Orders, Adventure Training Safety Standards, etc.) and by local circumstances. It is recommended that cadet specialist instructors be used in the delivery of specialty training where practical. The technical specialists that could support Gold Star are:

a. Required Specialist Instructors:

(1) Unit Cadet Conflict Management Advisor (UCCMA) to coordinate training delivery and learning reinforcement for PO 400;

(2) Range Safety Officer (RSO) in support of POs 406 and 311; and

(3) Cold Weather Instructor in support of PO 121; and

b. Possible Cadet Specialist Instructors:

(1) Fitness and Sports Instructor(s) as available in support of POs X04 and X05;

(2) Air Rifle Marksmanship Instructor(s) as available in support of POs 406 and X11;

(3) Drill and Ceremonial Instructor(s) as available in support of PO 408; and

(4) Expedition Instructor(s) as available in support of POs 421, 422, and 423.

c. guest speaker(s) as required.

9. **Resource Requirements**. RCSU COs are responsible for ensuring that required equipment and supplies are available. A list of material required to conduct the training is located at Chapter 2, Annex C.

**TRAINING ADMINISTRATION**

10. **Cadet Evaluation**. Details on cadet evaluation are found in Chapter 3.

11. **Reports**. A training file should be maintained on each cadet to record their progress during the training year. The training file should consist, as a minimum, of a Gold Star Qualification Record (Chapter 3, Annex B). Training files are temporary documents which may be disposed of upon migration of the Gold Star Qualification Record to DND 2399, *Cadet Personnel Record*.

**QUALIFICATION**

12. The Gold Star qualification is awarded to cadets upon completion of the requirements specified in Chapter 3.

**RELATED DOCUMENTS**

13. This QSP is to be used in conjunction with:

a. CATOs; and

b. A-CR-CCP-704/PF-001, *Royal Canadian Army Cadets Gold Star Instructional Guides*.

**REFERENCES**

14. A list of references used in this QSP is located at Chapter 2, Annex D.

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# ANNEX A

## GOLD STAR TRAINING SUMMARY AND TIME ALLOCATION

### PERIOD ALLOCATION

| PO | Performance Objective | EO No. | Enabling Objective | No. of Pd |
|---|---|---|---|---|
| 400 | Participate in *Positive Social Relations for Youth* Training | N/A | Sub-Module 1—Your Responsibility as a Leader to Influence Positive Social Relations | 2 |
| | | N/A | Sub-Module 2—What Complaints and Consent Are and How to Practice Risk Reduction | 2 |
| | | N/A | Sub-Module 3—Your Responsibility as a Leader to Help Manage Conflict | 2 |
| | | | **PO 400 - Total Mandatory** | **6** |
| | | | **PO 400 - Total Complementary** | **0** |
| X01 | Participate in Citizenship Activities | MX01.01A | Participate in a Citizenship Tour | - |
| | | MX01.01B | Attend a Presentation by a Community Organization | - |
| | | MX01.01C | Attend a Presentation by a Citizen-of-Interest | - |
| | | MX01.01D | Participate in the Canadian Citizenship Challenge | - |
| | | MX01.01E | Host a Citizenship Ceremony | - |
| | | MX01.01F | Participate in an Election | - |
| | | MX01.01G | Participate in Heritage Minutes Video Activities | - |
| | | MX01.01H | Participate in Citizenship Learning Stations | - |
| | | CX01.01 | Participate in Citizenship Activities | 18 |
| | | | **PO X01 - Total Mandatory** | **3** |
| | | | **PO X01 - Total Complementary** | **18** |
| X02 | Perform Community Service | MX02.01 | Perform Community Service | 9 |
| | | CX02.01 | Perform Community Service | 18 |
| | | | **PO 403 - Total Mandatory** | **9** |
| | | | **PO X02 - Total Complementary** | **18** |
| 403 | Act as a Team Leader | M403.01 | Describe Needs and Expectations of Team Members | 1 |
| | | M403.02 | Select a Leadership Approach | 2 |
| | | M403.03 | Motivate Team Members | 2 |
| | | M403.04 | Provide Feedback to Team Members | 2 |
| | | M403.05 | Participate in a Mentoring Relationship | 2 |
| | | M403.06 | Act as a Team Leader During a Leadership Appointment | 1 |
| | | 403 PC | | 0 |
| | | C403.01 | Participate in a Leadership Seminar | 4 x 3 |
| | | C303.01 | Lead a Team-Building Activity | 3 |
| | | C303.02 | Deliver a Presentation About a Leader | 2 |
| | | | **PO 403 - Total Mandatory** | **10** |
| | | | **PO 403 - Total Complementary** | **17** |

| PO | Performance Objective | EO No. | Enabling Objective | No. of Pd |
|---|---|---|---|---|
| X04 | Track Participation in Physical Activities | MX04.01 | Participate in 60 Minutes of Moderate-to Vigorous-Intensity Physical Activity (MVPA) and Track Participation in Physical Activities | 3 |
| | | MX04.02 | Identify Strategies to Improve Participation in Physical Activities and Participate in the Cadet Fitness Assessment (CFA) | 3 |
| | | MX04.03 | Participate in the CFA and Identify Strategies for Improving Personal Physical Fitness | 3 |
| | | CX04.01 | Participate in the CFA and Identify Strategies for Improving Personal Physical Fitness | 3 |
| | | CX04.02 | Participate in Activities that Reinforce the Three Components of Physical Fitness | 3 |
| | | CX04.03 | Participate in a Cooking Class | 3 |
| | | CX04.04 | Attend a Personal Fitness and Healthy Living Presentation | 3 |
| | | CX04.05 | Attend a Local Amateur Sporting Event | 3 |
| | | | **PO X04 - Total Mandatory** | **9** |
| | | | **PO X04 - Total Complementary** | **15** |
| X05 | Participate in Physical Activities | MX05.01 | Participate in Physical Activities | 9 |
| | | CX05.01 | Participate in Physical Activities | 9 |
| | | CX05.02 | Participate in a Tournament | 9 |
| | | | **PO X05 - Total Mandatory** | **9** |
| | | | **PO X05 - Total Complementary** | **18** |
| 406 | Fire the Cadet Air Rifle During Recreational Marksmanship | M406.01 | Participate in a Recreational Marksmanship Activity | 3 |
| | | C406.01 | Assist the Range Safety Officer (RSO) | 1 |
| | | C406.02 | Score Air Rifle Marksmanship Targets | 1 |
| | | C306.01 | Identify Civilian Marksmanship Organizations | 1 |
| | | C306.02 | Correct Marksmanship Error | 2 |
| | | C306.03 | Adopt the Standing Position With the Cadet Air Rifle | 2 |
| | | C106.01 | Participate in a Recreational Marksmanship Activity | 6 |
| | | | **PO 406 - Total Mandatory** | **3** |
| | | | **PO 406 - Total Complementary (Max 10 Pd allowed)** | **13** |
| 407 | Serve in an Army Cadet Corps | M407.01 | Identify Gold Star Training Opportunities | 1 |
| | | M407.02 | Identify Year Four CSTC Training Opportunities | 1 |
| | | M407.03 | Identify the Structure of a Cadet Corps | 2 |
| | | C407.01 | Prepare for a Merit Review Board | 3 |
| | | C307.01 | Participate in a Presentation Given by a Guest Speaker From the Regional Cadet Support Unit | 2 |

| PO | Performance Objective | EO No. | Enabling Objective | No. of Pd |
|---|---|---|---|---|
| | | C307.02 | Participate in a Presentation Given by the Cadet Liaison Officer | 2 |
| | | C307.03 | Participate in a Presentation Given by a Guest Speaker from the Army Cadet League of Canada | 2 |
| | | | **PO 407 - Total Mandatory** | **4** |
| | | | **PO 407 - Total Complementary** | **9** |
| 408 | Command a Platoon on Parade | M408.01 | Discuss Commanding a Platoon on Parade | 1 |
| | | M408.02 | Identify Parade Sequence | 1 |
| | | M408.03 | Command a Squad | 1 |
| | | M408.04 | Inspect a Cadet on Parade | 2 |
| | | 408 PC | | 0 |
| | | C408.01 | Discuss the History of Drill | 1 |
| | | C408.02 | View a Re-Enactment That Demonstrates the Historical Use of Drill | 3 |
| | | C308.01 | Execute Flag Party Drill | 6 |
| | | C308.02 | Deliver Words of Command | 2 |
| | | C208.01 | Practice Ceremonial Drill as a Review | 2 |
| | | C208.02 | Execute Drill With Arms | 8 |
| | | | **PO 408 - Total Mandatory** | **5** |
| | | | **PO 408 - Total Complementary** | **22** |
| 409 | Instruct a Lesson | M409.01 | Identify Methods of Instruction | 2 |
| | | M409.02 | Identify Elements of a Positive Learning Environment | 2 |
| | | M409.03 | Describe Learner Needs | 2 |
| | | M409.04 | Explain Assessment | 1 |
| | | M409.05 | Instruct a 30-Minute Lesson | 3 |
| | | 409 PC | | 0 |
| | | C409.01 | Plan a Lesson | 2 |
| | | C409.02 | Instruct a 30-Minute Lesson | 3 |
| | | C409.03 | Act as an Assistant Instructor | 3 |
| | | C409.04 | Participate in a Creative Lesson-Planning Workshop | 3 |
| | | C409.05 | Act as an Assistant Drill Instructor | 3 |
| | | C409.06 | Instruct a 30-Minute Drill Lesson | 3 |
| | | C309.04 | Identify Formations for Drill Instruction | 1 |
| | | C309.05 | Plan a Drill Lesson | 2 |
| | | C309.06 | Instruct a 15-Minute Drill Lesson | 3 |
| | | | **PO 409 - Total Mandatory** | **10** |
| | | | **PO 409 - Total Complementary** | **23** |
| 311 | Participate in a Recreational Summer Biathlon Activity | C311.01 | Practice Aiming and Firing the Cadet Air Rifle Following Physical Activity | 3 |
| | | C311.02 | Participate in a Recreational Summer Biathlon Activity | 6 |
| | | C211.01 | Identify Civilian Biathlon Opportunities | 1 |
| | | C211.02 | Run on Alternate Terrain | 1 |
| | | C211.03 | Fire the Cadet Air Rifle Using a Sling Following Physical Activity | 1 |

| PO | Performance Objective | EO No. | Enabling Objective | No. of Pd |
|---|---|---|---|---|
| | | C211.04 | Participate in a Competitive Summer Biathlon Activity | 6 |
| | | C111.01 | Participate in a Biathlon Briefing | 1 |
| | | C111.02 | Run Wind Sprints | 1 |
| | | C111.03 | Fire the Cadet Air Rifle Following Physical Activity | 1 |
| | | C111.04 | Participate in a Recreational Summer Biathlon Activity | 6 |
| | | | **PO 311 - Total Mandatory** | **0** |
| | | | **PO 311 - Total Complementary** | **27** |
| X20 | Participate in Canadian Armed Forces (CAF) Familiarization Activities | MX20.01A | Participate in a CAF Activity | - |
| | | MX20.01B | Participate in a CAF Familiarization Tour | - |
| | | MX20.01C | Fire the C7 Rifle | - |
| | | MX20.01D | Participate in a Mess Dinner | - |
| | | MX20.01E | Attend a CAF Presentation | - |
| | | MX20.01F | Attend a CAF Commemorative Ceremony | - |
| | | MX20.01G | Participate in CAF Video Activities | - |
| | | MX20.01H | Participate in CAF Learning Stations | - |
| | | CX20.01 | Participate in CAF Familiarization Activities | 18 |
| | | | **PO X20 - Total Mandatory** | **6** |
| | | | **PO X20 - Total Complementary** | **18** |
| 121 | Field Training | C121.02 | Participate in a Discussion on Cold Climate Exposure | 1 |
| | | C121.03 | Select Cold Weather Clothing | 1 |
| | | C121.04 | Recognize the Effects of Cold Weather | 2 |
| | | C121.05 | Participate in Cold Weather Training | 18 |
| | | | **PO 121 - Total Complementary** | **22** |
| 422 | Follow a Multi-Leg Route Using a Global Positioning System (GPS) Receiver | M422.01 | Review Silver Star Navigation | 2 |
| | | M422.02 | Set a Multi-Leg Route Using a GPS Receiver | 4 |
| | | M422.03 | Follow a Multi-Leg Route Using a GPS Receiver | 3 |
| | | 422 PC | | 2 |
| | | C422.01 | Locate a Geocache | 1 |
| | | C422.02 | Create a Geocache | 1 |
| | | C422.03 | Discuss Map Software | 1 |
| | | C422.04 | Measure a Grid Bearing With a Protractor | 3 |
| | | C422.05 | Determine Location Using Resection | 2 |
| | | C422.06 | Practice Navigation as a Member of a Small Group | 9 |
| | | C322.02 | Identify Factors That Impact Navigation in the Winter | 4 |
| | | | **PO 422- Total Mandatory** | **11** |
| | | | **PO 422 - Total Complementary** | **21** |
| 123 | Trekking (Complementary Only) | C123.01 | Participate in Adventure Training | 18 |
| | | C123.02 | Adhere to March Discipline | 1 |

| PO | Performance Objective | EO No. | Enabling Objective | No. of Pd |
|---|---|---|---|---|
| | | C123.03 | Participate in Snowshoeing | 9 |
| | | | **PO 423 – Total Complementary** | **28** |
| 424 | Employ Natural Resources in a Survival Situation | M424.01 | Sharpen a Survival Knife | 2 |
| | | M424.02 | Employ the Improvising Process | 1 |
| | | M424.03 | Weave Cordage | 3 |
| | | 424 PC | | 0 |
| | | C424.01 | Whittle Wood | 3 |
| | | C424.02 | Boil Water Using Heated Rocks | 2 |
| | | C424.03 | Employ Cattails | 2 |
| | | C424.04 | Prepare Remedies for Common Ailments Using Medicinal Plants | 2 |
| | | C324.01 | Identify Animal and Insect Food Sources | 2 |
| | | C324.02 | Construct Snares | 4 |
| | | C324.03 | Catch a Fish | 3 |
| | | C324.04 | Collect Edible Plants | 4 |
| | | C324.05 | Prepare a Meal from Field Food Sources | 3 |
| | | | **PO 424 - Total Mandatory** | **6** |
| | | | **PO 424 - Total Complementary** | **25** |
| 425 | Develop an Expedition Plan | M425.01 | Establish Expedition Parameters | 1 |
| | | M425.02 | Plan an Expedition Route | 3 |
| | | M425.03 | Develop an Expedition Equipment List | 2 |
| | | M425.04 | Develop an Expedition Ration Plan | 2 |
| | | C425.01 | Discuss Actions Taken When a Person is Lost | 2 |
| | | C425.02 | Analyze Problems Using an Expedition Case Study | 9 |
| | | C325.01 | Communicate During an Expedition | 4 |
| | | C325.02 | Participate in a Presentation on the Duke of Edinburgh Award Program | 1 |
| | | | **PO 425 - Total Mandatory** | **8** |
| | | | **PO 425 - Total Complementary** | **16** |
| 426 | Perform Expedition Skills (Note 1) | M426.01 | Prepare for Expedition Training | 1 |
| | | M426.02a | Paddle a Canoe (Note 2) | 4.5 |
| | | M426.02b | Ride a Mountain Bike (Note 2) | 4.5 |
| | | M426.02c | Hike Along a Route (Note 2) | 4.5 |
| | | M426.02d | Snowshoe Along a Route (Note 2) | 4.5 |
| | | M426.02e | Ski Along a Route (Note 2) | 4.5 |
| | | 426 PC | | 0 |
| | | | **PO 426 - Total Mandatory** | **1** |
| | | | **PO 426 - Total Mandatory** | **18** |
| N/A | Participate in the Annual Ceremonial Review (ACR) | | | 3 |

Note 1: EOs M426.02 and 426 PC are to be conducted at an expedition centre during the allocated expedition exercise. The period count for these EOs is an estimate that conforms to the standard eighteen periods allocated to a training weekend. Each expedition centre may adjust this allocation to reflect the choice of activities, facilities and available resources at the expedition centre.

Note 2: Two activities shall be selected from the five listed as EO M426.02.

**TRAINING DAY / WEEKEND ALLOCATION**

**MANDATORY**

| Activity | Description | Time |
|---|---|---|
| Mandatory Training Periods | Eighteen periods of instruction (nine per day) chosen from the mandatory EOs, to be delivered during a full day of training. In some cases periods have been grouped into logical nine period days in the lesson specifications (eg, PO 402 [Community Service], PO 405 [Recreational Sports], or PO 406 [Air Rifle Marksmanship]). However, corps may choose to deliver any EOs that suit their circumstances on these days. | 2 Days |
| Bivouac FTX | One weekend of mandatory support will be provided for corps to participate in a weekend bivouac FTX to include two days of practical experience in support of PO 422 (Navigation) and PO 424 (Wilderness Survival). | 1 Weekend |
| Expedition Exercise | One weekend of mandatory support will be provided for Gold Star cadets to participate in a weekend of expedition training conducted by a Region Expedition Centre to develop hard expedition skills. Guidance on the conduct of this weekend is provided at Chapter 2, Annex A, Appendix 1. | 1 Weekend |
| | **Total Mandatory** | **6 Days** |

**COMPLEMENTARY**

| Activity | Description | Time |
|---|---|---|
| Complementary Training Periods | Eighteen periods of instruction (nine per day) chosen from the complementary EOs, to be delivered during a full day of training. In some cases periods have been grouped into logical nine period days in the lesson specifications (eg, PO 402 [Community Service], PO 405 [Recreational Sports], or PO 123 [Trekking]). However, corps may choose to deliver any complementary EOs, that meet their specific circumstances, on these days. | 2 Days |
| Army Cadet Adventure Training Activities FTX | One weekend of complementary support will be provided for corps to participate in <u>either</u>:<br>1. a weekend adventure training FTX (EO C123.01 Participate in Adventure Training) conducted in accordance with A-CR-CCP-930/AG-001; <u>or</u><br>2. a weekend cold weather FTX (EO C121.05 Participate in Cold Weather Training) conducted in accordance with A-CR-CCP-107/PT-002, *Royal Canadian Army Cadet Course Training Plan, Corps Training Program, Winter Adventure Training Manual*. | 1 Weekend |
| | **Total Complementary** | **4 Days** |

## CONDUCT OF EXPEDITION EXERCISE

1. This annex is intended as amplification to Chapter 4 to provide guidance to the conduct of PO 426 (Perform Expedition Skills).

2. Expedition centre training has been designed to provide the Gold Star cadet with the opportunity to further develop expedition skills learned during Silver Star expedition training, in a structured environment under the supervision and instruction of highly-qualified staff. The expedition centre will approach training through an experiential approach, which will allow the cadet to continue the development of skills such as mountain biking and canoeing through direct experience at a personal level. Each cadet will be given the opportunity to examine what they saw, felt and thought during the weekend and consider how it may relate to future experiences.

3. Corps will be required to provide each cadet attending an expedition centre with a briefing concerning their participation in the activities at the centre. The information required to be presented is included in EO M426.01 (Prepare for Expedition Training) and the specific expedition centre joining instructions. Corps training officers are advised to schedule this EO a minimum of two weeks prior to the cadet attending the expedition centre, to provide the cadets with enough time to fully prepare for their participation in the activities. During this EO, the cadet will be provided with a Navigation Review Package which shall be completed and brought to the expedition centre. It is advised that corps take the time to review the Navigation Review Package with the cadet and ensure they can complete all skills included. The purpose of this package is to allow the cadet to practice the navigational skills which they will perform while at the expedition centre and to provide expedition centre staff with a means of tailoring a navigation review once the cadet has arrived at the expedition centre.

4. Expedition centres, under direction from regional trainers, will select at least two modes of travel. When selecting a mode of travel, expedition centres must ensure that pre-training requirements, as detailed in A-CR-CCP-930/AG-001, *Cadet Program Interim Activity Safety Direction*, are adhered to. Modes of travel shall be selected from the following list:

a. EO M426.02a (Paddle a Canoe) 4.5 periods,

b. EO M426.02b (Ride a Mountain Bike) 4.5 periods,

c. EO M426.02c (Hike Along a Route) 4.5 periods,

d. EO M426.02d (Snowshoe Along a Route) 4.5 periods, or

e. EO M426.02e (Ski Along a Route) 4.5 periods.

5. The following are the training expectations for each dynamic mode of travel. Each dynamic mode of travel shall include a ratio of 2:1 of activity to training/instruction. The focus shall be on cadets leading cadets, and not mastery of the dynamic modes of transportation:

a. **Canoeing.** The cadet shall paddle a tandem canoe, in the bow and the stern, on flatwater during an expedition.

b. **Mountain Biking.** The cadet shall ride a mountain bike on familiarization / intermediate mountain bike trails during an expedition.

c. **Hiking.** The cadet shall hike, carrying their personal equipment in an expedition field pack, along a route consisting of a combination of Class 1 and 2 terrain during an expedition.

d. **Snowshoeing.** The cadet shall snowshoe, carrying their personal equipment in an expedition field pack, along a route during an expedition.

e. **Skiing.** The cadet shall cross-country ski, carrying their personal equipment in an expedition field pack, along a route consisting of groomed / non-groomed trails during an expedition.

6. A schedule has been included to provide the expedition centre with a sample format to follow for the weekend. The period count, 4.5 per mode of travel, is an estimate that conforms to the standard eighteen periods allocated to a training weekend. The expedition centre may choose to adjust this allocation to reflect the choice of activities, facilities and available resources. When developing a training schedule, expedition centres may choose to incorporate additional Army Cadet Adventure Training Activities (ACATA), as outlined in A-CR-CCP-930/AG-001, *Cadet Program Interim Activity Safety Direction*, as long as this does not impede the cadets' abilities to meet mandatory training requirements.

7. Expedition centres will be required to schedule appropriate time on the Friday evening to prepare the cadet for the expedition. Expedition centre staff may use this time to address the following:

a. campsite set-up,

b. personal equipment issue,

c. navigation review,

d. pack an expedition pack review,

e. expedition daily routine review,

f. expedition briefing,

g. assessment overview, and / or

h. cold weather camping introduction, if applicable.

8. Based on Fortress data, cadets will be placed into expedition teams of no more than six upon arrival on Friday evening. All training will be conducted in small teams. Each expedition team will be assigned an expedition centre Team Instructor (TI). Depending on expedition staff availability, an experienced TI may be assigned to a maximum of two expedition teams. These team sizes take into account instructor / cadet training ratios, but not the requisite instructor qualifications for the adventure training activities being conducted.

9. A TI will have two functions at the expedition centre. Prior to the commencement of the expedition, at the campsite on Saturday evening and upon completion of the expedition, the TI will be responsible for all details pertaining to the preparation, support, administration, assessment and supervision of their respective team(s). During the actual conduct of the expedition the TI will not travel directly with their expedition team(s) but will monitor the progress of the team(s) as they travel along the expedition route and provide instruction, supervision and assessment of the cadets. TIs will remain within sight or sound of teams as they travel along the expedition route.

10. In order to provide the cadet with the maximum amount of time to develop their expedition skills it is recommended that all skill instruction be conducted along the expedition route. Ideally, the modes of travel selected for the Gold Star expedition should allow for a continuation of learning from the Silver Star expedition. This will allow cadets to build on previously learned skills with the addition of some advanced techniques.

11. When following an experiential education approach, being aware of teachable moments is very important. A teachable moment is a situation that naturally arises during the course of the day and provides opportunity for discussion. These moments will reinforce both expedition and corps program material and should be taken advantage of throughout the expedition. Expedition centre staff should take the time to explain and emphasize program material as opportunity arises. Some of these teachable moments could include:

a. Leave No Trace,

b. foot care,

c. basic astronomy,

d. wildlife,

e. predicting weather,

f. campsite routine,

g. use of expedition equipment,

h. equipment repairs,

i. navigation without a map or compass, and

j. edible and medicinal plants, etc.

## Sample Schedule

| **Friday** | | |
|---|---|---|
| **Timings** | **Tasks / Activity** | **Remarks** |
| | Collect Forms and Navigation Review package | Read forms and place the cadets into teams. |
| | Issue all personal and group expedition equipment | Expedition centre staff (Logistics Officer [Log O] to organize). |
| | Set-up campsite | Expedition centre staff to rotate to ensure that cadets know how to set-up tents, organize equipment, etc. |
| | Open training time | Expedition centre staff should use this time to complete the following activities as required:<br>• review navigation package,<br>• review how to pack an expedition field pack,<br>• review daily expedition routine, and<br>• conduct an overview of the assessment package. |
| | Initial briefing / announce expedition teams | Briefing should include: activities, expectations, safety, timings, dress, meals, rules, etc. |
| | | |
| **Saturday** | | |
| **Timings** | **Tasks / Activity** | **Remarks** |
| 0600 | Reveille / Ablutions | Cadets will pack all personal equipment prior to eating breakfast (see note 1). |
| 0630 | Breakfast | Expedition teams will be required to prepare their own breakfast (see note 1). |
| 0730 | Campsite tear down | Expedition teams will tear down all components of the campsite. All group equipment will be turned into the Log O for transport to new campsite. Cadets should ensure that their expedition field pack is correctly packed and that they are ready for training to commence (see note 1). |
| 0800 | Start Expedition | See notes 2–9. |
| | Mode of Travel #1 | Expedition teams will depart the campsite, in a staggered start (see notes 2 and 3) and follow the designated route card to campsite #2. |
| 1200 - 1300 | Lunch | Lunch will occur at a designated point along the expedition route (see note 5). |
| 1700 | Arrive at campsite #2 | Expedition teams will set-up campsite. Log O will issue all group equipment to each expedition team as they arrive. |
| 1800 | Supper | Preparation of supper will be included into the expedition team's campsite set-up routine. |
| 1900 | Self and peer leadership assessment / journal entry | Cadets will complete their self-assessment, if applicable and all team members will complete peer assessments on those members who filled a leadership role during the day.<br>Cadets will complete their daily journal entry.<br>TI will use this time to interview those cadets who filled a leadership role and complete the Assessment Checklist. |
| 2000 | Evening activities | See note 8.<br>TIs will complete all Assessment Checklists for that day of training. |
| | | |
| **Sunday** | | |
| **Timings** | **Tasks / Activity** | **Remarks** |
| 0600 | Reveille / Ablutions | Cadets will pack all personal equipment prior to eating breakfast (see note 1). |
| 0630 | Breakfast | Expedition teams will be required to prepare their own breakfast (see note 1). |
| 0730 | Campsite tear down | Expedition teams will tear down all components of the campsite. All group equipment will be turned into the Log O. Cadets should ensure that their expedition field pack is correctly packed and that they are ready for training to commence. |
| 0800 | Mode of travel #2 | Expedition teams will depart the campsite and follow the designated route card to the expedition end point. |

| | | |
|---|---|---|
| 1300 | Arrive at expedition end point | Upon arrival at the expedition end point expedition teams will complete the de-kit process under direction of the Log O.<br>TI's will complete all Assessment Checklists for the days training and complete overall assessments on each of the cadet(s) on their team(s). |
| 1330 | Lunch | Lunch will occur at the expedition end point. |
| 1400 | Self and peer leadership assessment / journal entry | Cadets will complete their self-assessment, if applicable and all team members will complete peer assessments on those members who filled a leadership role during the day.<br>Cadets will complete their daily journal entry.<br>TIs will use this time to interview those cadets who filled a leadership role and complete the Assessment Checklist. |
| 1430 | Assessment review | TIs will distribute completed assessments to each cadet. One-on-one interviews will occur only if there are questions or clarifications are required. |
| 1500 | Debrief | All cadets will be required to fill out an expedition centre activity critique. Cadets will be briefed on future expedition training opportunities. |
| 1530 | Depart | |

Note 1: TIs must monitor their teams as they complete morning routine. They should use this time to provide feedback / suggestions on packing, establishing a cooking area, collecting garbage, cleaning-up, tearing down tents, packing equipment, etc

Note 2: Timings for each mode of travel during the expedition will vary depending on the type selected. While there may be some instances where there is a requirement for training, the focus should be on having the cadets complete the training during the conduct of the expedition along the expedition route.

Note 3: The completion of all preparatory navigation work by each team member prior to the expedition team leaving the start point should spread out the teams along the expedition route. If required, expedition staff can stagger the start of teams to ensure that teams are not simply following each other along the expedition route.

Note 4: During the expedition each cadet will be required to lead / navigate one leg of the route. All cadets will be assigned their leg prior to the commencement of the expedition. Cadets will be required to complete all navigation work prior to their expedition team leaving the start point. TI's will check all cadets' work and ensure that they have the correct answers.

Note 5: Meals will occur at pre-determined locations. The Log O will deliver the rations and equipment required for meals to the pre-determined location. Expedition teams will be required to prepare their own meals and complete all associated clean-up.

Note 6: Other ACATA can be incorporated into the expedition route. For example: during the hiking route cadets may be given the opportunity to move through a series of caves or abseil down a rock face; or incorporating a trail hike in with canoeing and mountain biking to move the cadets from one location to the next. Flexibility is provided as long as the primary objectives of the two selected modes of travel are met

Note 7: Expedition centres may choose to organize their expedition route so that cadets participate in a new mode of travel on each day of the expedition.

Note 8: Evening activities shall be provided and could be comprised of: navigation review, team-building games, introduction to next day's activities, etc.

Note 9: The expedition end time will differ for each expedition centre.

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## CONDUCT OF WEEKEND BIVOUAC FTX

1. A total of 18 periods are allocated for the weekend bivouac FTX.

2. EO M424.01 (Sharpen a Survival Knife) shall be conducted prior to the weekend bivouac FTX.

3. The field instruction of the following EOs shall be conducted during the weekend bivouac FTX:

   a. M422.01 (Review Silver Star Navigation),

   b. M422.02 (Set a Multi-Leg Route Using a GPS Receiver),

   c. M422.03 (Follow a Multi-Leg Route Using a GPS Receiver),

   d. M424.02 (Employ the Improvising Process), and

   e. M424.03 (Weave Cordage).

4. The following assessments (IAW Chapter 3, Annex B) shall be completed during the weekend bivouac FTX:

   a. 422 PC, and

   b. 424 PC.

5. Unit training officers are required to produce an exercise instruction, to include all EOs and assessments outlined in paragraphs 3 and 4.

6. There are three periods during the weekend bivouac FTX in which there is no instruction allotted. These periods may be used as On-The-Job training (OJT) through leadership and instructional opportunities while Green, Red and Silver Star cadets are completing training or as additional periods for assessment.

7. **Resource Requirements.** The following resources are required for the weekend bivouac FTX:

   a. sleeping bag,

   b. air mattress,

   c. wash basin,

   d. backpack,

   e. groundsheet,

   f. water container,

   g. two-burner stove,

   h. funnel,

   i. naphtha fuel,

   j. dual-generator lantern,

   k. mantles,

   l. pot set,

   m. fire extinguisher,

   n. first aid kit,

   o. blanket,

p. stretcher,

q. environmental spill kit,

r. garbage bags,

s. suitable cutlery and plates required for field meals,

t. suitable paper products (toilet paper, paper towel, etc.) as required,

u. flashlight,

v. flashlight batteries,

w. individual meal packages (IMPs),

x. 4 lb axe (36-inch handle),

y. 24-inch bow saw,

z. shovel,

aa. pail,

ab. matches,

ac. whistle,

ad. survival kit,

ae. survival knife,

af. sharpening stone,

ag. lubricating oil,

ah. cleaning cloths / rags,

ai. compass,

aj. GPS receiver, and

ak. topographical map of the area.

## ANNEX B

## SCHEDULING GUIDELINES

1. Schedule those activities that are set dates (eg, Remembrance Day activities, Regionally Directed Activities, TE activities [eg, sailing], School Breaks).

2. Schedule major and recurring activities (eg, PO X05 [Physical Activities], CO's Parades, Annual Ceremonial Review).

3. Schedule the following training activities early in the training year:

   a. PO 100 (Positive Social Relations for Youth),

   b. POs 107, 207, 307, 407 and 507 (General Cadet Knowledge),

   c. POs 303, 403 and 503 (Leadership), and

   d. POs 309 and 409 (Instructional Techniques).

4. Schedule any special considerations, such as:

   a. Schedule EO MX04.02 (Identify Strategies to Improve Participation in Physical Activities and Participate in the Cadet Fitness Assessment) four weeks after EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities);

   b. Schedule PO 424 and 426 required lessons prior to the weekend Bivouac Exercise;

   c. For the completion of POs 303, 403, and 503 (Leadership), consider leadership assignment opportunities for Silver Star, Gold Star and Master Cadets; leadership appointment opportunities for Gold Star and Master Cadets; and leadership project opportunities for Master Cadets; and

   d. Schedule each Gold Star cadet into the Green Star and Red Star training schedules in order to complete EO M409.05 (Instruct a 30-Minute Lesson).

5. Schedule the remaining mandatory training (details located in the lesson specifications in Chapter 4).

6. Schedule selected complementary training.

7. Other considerations when developing the annual training schedule include:

   a. the training environment required for each activity:

      (1) some activities will require an outdoor environment which requires consideration for seasonal climate; and

      (2) some activities will require the use of a special facility, such as a gymnasium or sports field; and

   b. the availability of a technical specialist, if required to conduct the activity;

8. Considerations when implementing the training program:

   a. Some theory is required for safety purposes and for introducing new material. However, most material can be taught using practical methods.

   b. Training sessions need to be planned in advance to allow instructors adequate time to prepare for the delivery and conduct of training. This includes reviewing lesson specifications and instructional guides, and creating instructional materials as required.

c. Take adequate time to allow cadets to reflect upon and be debriefed on experiential training activities, to include future applications of the experience.

## ANNEX C

## RESOURCE REQUIREMENTS

Quantities are based on a group of 30 cadets.

The resources required for complementary training and POs X01, X02, X04, X05 and X20 depend on the activities selected by the Corps. Refer to A-CR-CCP-704/PF-001, *Royal Canadian Army Cadets Gold Star Instructional Guides* for detailed lists of resources for each selected activity.

The following is a list of key items all corps require access to for the conduct of training.

| Item | Quantity | PO/EO |
|---|---|---|
| DVD Player | 1 | 400/X01/ X05 |
| Television | 1 | 400/X01/ X05 |
| Projector | 1 | 400 |
| CD Player | 1 | X04 |
| Leger's 20-m Shuttle Run Test CD | 1 | X04 |
| Measuring tape | 1 | X04 |
| Masking tape | 1 | X04 |
| 12-cm measuring strip | 15 | X04 |
| Pylons | 30 | X04 |
| Gym mats | 15 | X04 |
| Cardboard / wooden box approximately 30 cm high | 15 | X04 |
| Metre stick | 15 | X04 |
| First Aid Kit | 1 | X05 |
| Sunscreen - SPF 30 (minimum) | 1 | X05 |
| Insect Repellent | 1 | X05 |
| Cadet Air Rifle - Five-shot clip | 45 | 406 |
| Cadet Air Rifle - Rifle | 15 | 406 |
| Cadet Air Rifle - Safety Rod | 15 | 406 |
| Cadet Air Rifle - Single Pellet Adaptor | 15 | 406 |
| Marksmanship mats | 15 | 406 |
| Pellets - .177 calibre Air Rifle (250 Pack) | 6 | 406 |
| Pellets - .177 calibre Cleaning Pellets (80 Pack) | 1 | 406 |
| Pellet container | 15 | 406 |

| | | |
|---|---|---|
| Safety goggles/glasses | 15 | 406 |
| Target - Grouping Target CCT2000GRTD | 150 | 406 |
| Target Frame | 15 | 406 |
| Stopwatch | 1 | 409 |
| Whistle | 1 | 409 |
| GPS Receiver | 8 | 422 |
| Topographical Map | 6 | 422 |
| Compass | 5 | 422 |
| Folding Knife | 1 | 424 |
| Survival Knife | 15 | 424 |
| Multi-Purpose Knife | 1 | 424 |
| Sharpening Stone | 15 | 424 |
| Sharpening Steel | 1 | 424 |
| Lubricating Oil | 5 | 424 |
| Duo-Tang | 30 | 425 |

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# CHAPTER 3

# CADET EVALUATION

## PURPOSE

1. This chapter outlines the evaluation requirements for achievement of Gold Star qualification.

## LEARNER EVALUATION

2. During Gold Star, a combination of formative and summative evaluation will be used to track cadets' progress.

3. Formative evaluation, or assessment **for** learning, takes place during a phase of instruction and helps cadets and instructors recognize cadets' progress or difficulties in learning. Through formative evaluation, the instructor can: identify when corrective or remedial action is required, plan the next steps in instruction, provide cadets with feedback so they can improve, and reinforce learning to aid the cadet in retaining information. Formative evaluation may also include opportunities for cadets to practice using Performance Checks (PCs) employed in summative evaluation.

4. Summative evaluation, or assessment **of** learning, takes place to determine whether learners have achieved POs or critical EOs (those deemed prerequisites to further individual training and education) and is used at the end of a phase of instruction. Details for assessment of learning are located within this chapter.

## CADET EVALUATION DESIGN AND DEVELOPMENT

5. Cadet evaluation is designed and developed incorporating contemporary professional practices from the fields of education and youth development as well as considering best practices in use within the Canadian Cadet Organizations (CCO).

6. Cadet evaluation is designed and developed so that all cadets are capable of achieving all POs and associated EOs. To motivate cadets to learn, cadet evaluation builds on success and confidence rather than demotivating cadets with failure and defeat.

7. The following fundamental assessment principles shall guide the conduct of Gold Star assessment activities:

a. in advance of training, the instructor shall inform the cadet of POs and EOs associated with the qualification;

b. in advance of training, the instructor shall inform the cadet of the assessment plan for the qualification and provide the cadet with an opportunity to review the applicable forms used in assessment;

c. assessment information shall be shared between the instructor and the cadet and used to revise and guide instruction and learning;

d. the instructor shall provide feedback that is descriptive, constructive, frequent, and timely; helping the cadet to identify strengths and address areas requiring improvement;

e. the cadet shall be actively, consistently and effectively involved in assessment; including learning to manage their own learning through the skills of self-assessment; and

f. the cadet shall be encouraged to actively, consistently and effectively communicate with others about their learning progress.

**CP DEVELOPMENTAL PERIODS (DPS)**

8. The CP is designed across adolescent DPs adapted to suit the CP target population. Outlined in each DP are specific philosophies and approaches to learning and assessment that influence design, development and conduct of cadet training and assessment.

9. A DP is a time frame, during a cadet's progression through the CP, in which the cadet participates in training and is provided opportunities to develop desired knowledge, skills and attitudes that support the aims of the CP and contribute to the achievement of the CP outcomes.

10. Progressive training levels, and associated learning objectives, distinguish each DP; ensuring training is relevant, achievable and age-appropriate for the cadet population. DPs and associated training levels are designed to be completed in a sequential manner and are also fluid, which allows a cadet to progress to the next training level or DP while still working on completion of learning objectives from the previous level or DP.

11. The design and development of cadet training and evaluation is based on the basic overview of the DP characteristics located at Chapter 3, Annex A.

**CADET ASSESSMENT OF LEARNING PLAN**

12. The Assessment of Learning Plan located at Chapter 3, Annex B, provides an overall strategy for using assessment activities to determine if the cadet meets the requirements for Gold Star qualification. The assessment of learning plan will:

a. provide an outline of each assessment of learning activity including its purpose, when it will occur, and details the assessment instrument(s) used to support cadet evaluation;

b. identify the learning target(s) associated with the PO and / or EO being assessed, to include:

(1) **Knowledge Mastery.** The facts, concepts and theory a cadet needs to know;

(2) **Reasoning Proficiency.** A cadet uses what they know to solve a problem, make a decision, make a plan, think critically, set goals, or self-assess;

(3) **Skills.** Performance demonstration; where the cadet demonstrates their ability to perform a skill. To be assessed, these performances must be demonstrated by the cadet and observed by an assessor;

(4) **Ability to Create Products.** A cadet uses their knowledge, reasoning and skills to create a concrete product; and / or

(5) **Attitudinal / Dispositional Changes.** A cadet's attitude about learning, safety, conducts, etc. Targets in this realm reflect attitude and feeling. They represent important affective goals we hold for a cadet as a by-product of their CP experience, and as such are not generally assessed for the purpose of attaining a qualification.

c. identify the assessment method(s) that best matches PO and / or EO learning targets, to include:

(1) **Selected Response.** A cadet selects the correct or best response from a list provided. Formats include multiple choice, true / false, matching, short answer, and fill-in questions. Although short answer and fill-in-the-blank questions do require cadets to generate an answer, they call for a very brief answer that is counted as right or wrong, so these have been included in the selected response category;

(2) **Extended Written Response.** A cadet is required to construct a written answer in response to a question or task rather than select one from a list. An extended written response is one that is at least several sentences in length;

(3) **Performance Assessment.** This assessment method is based on observation and judgment; the performance or product is observed and determination is made as to its quality; and / or

(4) **Personal Communication.** Gathering information about a cadet through personal communication, learning is assessed through interpersonal interaction with the cadet.

**ASSESSMENT INSTRUMENTS**

13. Specific assessment instruments have been designed to support each assessment activity within the assessment of learning plan. These are meant to standardize assessment activities and cadet evaluation for all cadets attempting the qualification. Assessment instruments are located at Chapter 3, Annex B.

**MONITORING CADET PROGRESS**

14. Cadets must meet the standard of behaviour and conduct expected from all cadets. During cadet interviews and personal counselling, the Gold Star Course Officer should adopt a proactive approach towards difficulties.

15. The Gold Star Course Officer should meet formally and informally with cadets throughout the training year to discuss the cadet's progress towards Gold Star qualification (assessment for learning) and to provide feedback on overall performance. The Gold Star Course Officer shall meet with each cadet at the end of the training year to review the completed *Gold Star Qualification Record*. Guidelines for conducting cadet interviews are located at Chapter 3, Annex D.

16. Frequent absences from mandatory and complementary training that could result in the cadet not meeting the minimum standard for Gold Star qualification must be addressed in accordance with CATO 15-22, *Conduct and Discipline – Cadets*.

**TRAINING COUNSELLING SESSION**

17. A training counselling session is used when a cadet is having difficulties progressing and an intervention is required to set goals for corrective action and / or remedial instruction. The Trg O is responsible for conducting training counselling sessions, except in the case of cadet rank promotions for which the CO is responsible. Guidelines for conducting training counselling sessions are located at Annex E and the Training Counselling Session Form is located at Annex E, Appendix 1.

**ADDITIONAL ASSESSMENT OF LEARNING ACTIVITIES**

18. No additional cadet evaluations, eg, theory tests or performance checks, are to be used to determine Gold Star qualification eligibility. Therefore, these national standards are not to be supplemented with additional regional and / or local standards.

**GOLD STAR QUALIFICATION STANDARD**

19. The minimum standard for Gold Star qualification is:

a. 60 percent overall attendance in all scheduled mandatory and complementary training as calculated by the corps; and

b. successful completion of each PO as outlined in the Gold Star Qualification Record located at Chapter 3, Annex C.

**CADETS NOT MEETING THE QUALIFICATION STANDARD**

20. A cadet who does not meet the qualification standard for any PO shall be given a reasonable opportunity to achieve the standard. Unless otherwise specified in the assessment of learning plan and associated assessment instruments, there is no limit to the number of additional opportunities that may be afforded to the cadet, provided it is within the resources of the corps. If, by the end of the training year, a cadet who is

Gold Star qualified has not successfully attained any PO, the corps CO may waive the minimum qualification standard. When waiving any PO requirement, the corps CO shall consider:

a. the legitimacy of the cadet's reason for failing to attain the PO;

b. the cadet's mandatory and complementary training attendance; and

c. the cadet's overall behaviour and performance.

21. Any cadet for whom a waiver has been issued will not be granted the Gold Star qualification. However, that cadet will progress to Master Cadet in the fifth year of their corps membership. If a CO does not grant a cadet a waiver, that cadet may be held back to repeat Gold Star.

22. Cadets who have been granted a waiver of the qualification standard of Gold Star and have progressed to Master Cadet in the fifth year of their corps membership are expected to achieve the missing Gold Star PO requirements. To facilitate this, cadets may concurrently receive credit for activities completed in Gold Star as part of also achieving Master Cadet.

23. Only cadets who have achieved Silver Star qualification may be granted a waiver.

**RECORDING AND REPORTING CADET ACHIEVEMENT**

24. The progress of each cadet shall be recorded on the Gold Star Qualification Record, located at Chapter 3, Annex C, which is also used to determine successful completion of Gold Star qualification. COs are responsible for ensuring the results are recorded on each cadet's DND 2399, *Cadet Personnel Record*.

**GOLD STAR CERTIFICATE OF QUALIFICATION**

25. The CF 558, *Cadet Certificate of Qualification* (NSN 7530-21-870-7685), shall be awarded to each cadet upon successful completion of the Gold Star qualification.

# ANNEX A

# CHARACTERISTICS OF CADET PROGRAM DEVELOPMENTAL PERIODS

| **Developmental Period (DP)** | **Developmental Period 1 (DP1)** | | **Developmental Period 2 (DP2)** | | **Developmental Period 3 (DP3)** |
|---|---|---|---|---|---|
| **Ages** | **12 - 14** | | **15 - 16** | | **17 - 18** |
| **Years** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5+** |
| **DP Overview** | *Learning in the CP is designed around three progressive, DPs. The mental, physical, emotional, and social development of a cadet are considered in these age-appropriate DPs. The cadet develops and ultimately refines higher-level thinking skills (reasoning, reflective thinking, problem solving) as they progress through each DP.* | | | | |
| **Age-Appropriate Learning** | **Experience-based** | | **Developmental** | | **Competency** |
| **DP Description** | *The cadet has well-developed automatic responses however, the area of the brain that processes higher-level thinking is not yet mature. Effective learning is active and interactive with lots of practical experiences.* | | *The cadet starts developing higher-level thinking skills such as problem-solving skills. Effective learning is interactive and practical, allowing cadets to start making decisions within their learning process.* | | *The cadet is refining higher level thinking skills. Effective learning is interactive and allows for increased individual responsibility and independent learning.* |
| **Assessment Expectation** | **Participatory** | | **Baseline Proficiency** | | **Enhanced Proficiency** |
| **Assessment Purpose** | • Stimulation and maintenance of an enhanced interest in the CP<br>NOTE: Exposing the cadet to a variety of training activities and learning opportunities with the assessment expectation focused on participation will help accomplish this.<br>o Exposure to a broad knowledge base and skill set<br>NOTE: CSTC Summer 2 courses will begin to expose the cadet to some specific specialty areas, which will allow the cadet to discover possible areas of particular interest. | | • Development of a broad knowledge base and skill set as well as introducing reasoning proficiency<br>• Ongoing determination and development of specific specialty areas of interest and capability<br>• Recognition of enhanced proficiency achievement<br>• Ongoing stimulation and maintenance of an enhanced interest in the CP | | • Development of an enhanced knowledge, reasoning or skill proficiency in a targeted specialty area – related to interest, capability and CP requirements<br>• Ongoing development of the broad knowledge base and skill set as well as reasoning proficiency<br>• Ongoing recognition of enhanced proficiency achievement<br>• Ongoing stimulation and maintenance of an enhanced interest in the CP |

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# ANNEX B

## ASSESSMENT OF LEARNING PLAN – GOLD STAR

| EC / PC | Scope | Purpose | Target | Method | How | When | Resources | Limitations |
|---|---|---|---|---|---|---|---|---|
| ***PO X01 – Participate in Citizenship Activities*** | | | | | | | | |
| X01 PC | PO X01 | To have the cadet participate in a citizenship activity. | Nil. | Nil. | The cadet is observed participating in a minimum of one citizenship activity. | Anytime. | Nil. | Nil. |
| ***PO X02 – Perform Community Service*** | | | | | | | | |
| X02 PC | PO X02 | To have the cadet participate in community service. | Nil. | Nil. | The cadet is observed participating in a minimum of one community service activity. | Anytime. | Nil. | Nil. |
| ***PO 403 – Act as a Team Leader*** | | | | | | | | |
| 403 PC 01 | PO 403 | To assess the cadet's ability to act as a team leader during a leadership assignment. | Reasoning Proficiency and Skills | Performance Assessment and Personal Communication | The cadet is observed acting as a team leader during a leadership assignment. | Ongoing throughout the training year. | Chapter 3, Annex B, Appendix 1 leadership assignment checklist and rubric. | Nil. |
| 403 PC 02 | PO 403 | To assess the cadet's ability to perform a leadership appointment, to include leading and mentoring a team of cadets over time. | Reasoning Proficiency and Skills | Performance Assessment and Personal Communication | The cadet is observed performing a leadership appointment, to include leading and mentoring a team of cadets over time. | Ongoing throughout the training year. | Chapter 3, Annex B, Appendix 1 leadership appointment checklist and rubric. | Nil. |
| ***PO X04 – Track Participation in Physical Activities*** | | | | | | | | |
| 404 PC | PO X04 | To assess the cadet's participation in regular physical activity. | Reasoning Proficiency and Skills | Performance Assessment | The cadet's physical activity tracker is reviewed. | During EO MX04.02. | Chapter 3, Annex B, Appendix 2 and Physical Activity Tracker. | Nil. |
| ***PO X05 – Participate in Physical Activities*** | | | | | | | | |
| X05 PC | PO X05 | To have the cadet participate in physical activity. | Nil. | Nil. | The cadet is observed participating in a minimum of one physical activity. | Anytime. | Nil. | Nil. |
| ***PO 406 – Fire the Cadet Air Rifle During Recreational Marksmanship*** | | | | | | | | |

| EC / PC | Scope | Purpose | Target | Method | How | When | Resources | Limitations |
|---|---|---|---|---|---|---|---|---|
| 406 PC | PO 406 | To have the cadet participate in recreational marksmanship. | Nil. | Nil. | The cadet is observed participating in a minimum of one recreational marksmanship activity. | Anytime. | Nil. | Nil. |
| ***PO 407 – Serve in an Army Cadet Corps*** | | | | | | | | |
| 407 PC | PO 407 | To have the cadet participate in Gold Star training. | Nil. | Nil. | The cadet is observed participating in a minimum of 60% of mandatory / complementary training activities. | Anytime. | Nil. | Nil. |
| ***PO 408 – Command a Platoon on Parade*** | | | | | | | | |
| 408 PC | PO 408 | To assess the cadet's ability to command a platoon on parade. | Skills | Performance Assessment | The cadet is observed as they command a platoon on parade by identifying parade sequence and inspecting a cadet on parade. | During division parades. | Chapter 3, Annex B, Appendix 3 checklist. | Assistance is denied. |
| ***PO 409 – Instruct a Lesson*** | | | | | | | | |
| 409 PC | PO 409 | To assess the cadet's ability to prepare and instruct a 30-minute lesson. | Reasoning proficiency and skills | Performance Assessment | The cadet's lesson plan is reviewed and they are observed while instructing a 30-minute lesson. | Ongoing during the conduct of lessons related to EO M409.05 or during any opportunity there after. | Chapter 3, Annex B, Appendix 4. | Assistance is denied. |
| ***PO 311 – Participate in a Recreational Summer Biathlon Activity*** | | | | | | | | |
| Nil. | | | | | | | | |
| ***PO X20 – Participate in CAF Familiarization Activities*** | | | | | | | | |
| X20 PC | PO X20 | To have the cadet participate in CAF familiarization. | Nil. | Nil. | The cadet is observed participating in a minimum of one CAF familiarization activity. | Anytime. | Nil. | Nil. |
| ***PO 422 – Follow a Multi-Leg Route Using a Global Positioning System (GPS) Receiver*** | | | | | | | | |
| 422 PC | PO 422 | To assess the cadet's ability to follow a multi-leg route using a GPS receiver. | Reasoning Proficiency and Skills | Performance Assessment | The cadet, in a group of no more than four, shall create a multi-leg route using a GPS receiver with four given 10-figure | Two periods allocated, during the bivouac FTX. | Chapter 3, Annex B, Appendix 5. checklist. | Nil. |

| EC / PC | Scope | Purpose | Target | Method | How | When | Resources | Limitations |
|---|---|---|---|---|---|---|---|---|
| | | | | | grid references and navigate to each point along the route, within a 10-m radius. | | | |
| ***PO 424 – Employ Natural Resources in a Survival Situation*** | | | | | | | | |
| 424 PC | PO 424 | To assess the cadet's ability to weave cordage. | Ability to Create Products | Performance Assessment | The cadet shall make cordage from raw material and then weave the cordage into a 0.5-m (1.5 foot) two-strand braid. | While completing EO M424.03, during the bivouac FTX. | Chapter 3, Annex B, Appendix 6. checklist. | Nil. |
| ***PO 425 – Develop an Expedition Plan*** | | | | | | | | |
| Nil. | | | | | | | | |
| ***PO 426 – Perform Expedition Skills*** | | | | | | | | |
| 426 PC | PO 426 | To assess the cadet's ability to perform expedition skills. | Reasoning Proficiency and Skills | Performance Assessment and Personal Communication | The cadet is observed performing expedition skills, to include: employing two methods of transportation, leading and navigating a minimum of one leg of the expedition, following expedition routine, demonstrating environmental awareness and reflecting on the expedition experience. | During PO 426 at the Expedition Centre. | Chapter 3, Annex B, Appendix 7 checklists and associated rubrics. | Nil. |

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# ANNEX B, APPENDIX 1

# 403 PC

# ASSESSMENT INSTRUCTIONS

## PREPARATION

### PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions, 403 PC Assessment Rubrics, Assessment Checklists and become familiar with the material prior to conducting the assessment.

This PC consists of two parts, a leadership assignment and a leadership appointment. There is no time allotted for the PC as it is to be administered whenever and wherever Gold Star cadets lead cadets through a leadership assignment or appointment.

**Leadership Assignment.** The cadet shall be given a minimum of one practice leadership assignment which will be assessed using the 403 PC Assessment Rubric – Leadership Assignment. The cadet will reflect and self-assess after the practice leadership assignment using the same rubric. The formal leadership assignment will be given and assessed using the same rubric.

**Leadership Appointment.** The formal leadership appointment will be given and assessed using the 403 PC Assessment Rubric – Leadership Appointment. The cadet will reflect and self-assess after the leadership appointment using the same rubric. The leadership appointment assessment shall be recorded on the cadet's qualification record.

Photocopy the 403 PC Assessment Rubrics.

Photocopy the 403 PC Assessment Checklists.

### PRE-ASSESSMENT ASSIGNMENT

The cadet shall review the 403 PC Assessment Rubrics and Checklists and become familiar with the assessment criteria.

### ASSESSMENT METHOD

Performance assessment and personal communication were chosen as it allows the assessor to observe the cadet's ability to perform the required skill(s) and make a judgment on the quality of performance.

## CONDUCT OF ASSESSMENT

### PURPOSE

The purpose of this PC is to assess the cadet's ability to lead cadets through a leadership assignment and appointment.

### RESOURCES

- Two 403 PC Assessment Checklists,
- Two 403 PC Assessment Rubrics, and
- As per the leadership assignment or appointment.

**ASSESSMENT ACTIVITY LAYOUT**

As per the leadership assignment or appointment.

**ASSESSMENT ACTIVITY INSTRUCTIONS – LEADERSHIP ASSIGNMENT**

1. Communicate to the cadet their leadership assignment either verbally or in writing.

2. Ensure the cadet understands the leadership assignment.

3. Have the cadet conduct the leadership assignment.

4. Using the Assessment Rubrics as a guide, make notes of observations and record results on the corresponding Assessment Checklist.

The assessment of leadership abilities is subjective; however, the assessor's responsibility is to be as positive as possible.

5. Have the cadet assess their performance using the Assessment Rubric. Ensure the cadet understands their self-assessment will not be recorded on their qualification record.

**ASSESSMENT ACTIVITY INSTRUCTIONS – LEADERSHIP APPOINTMENT**

1. Meet with the cadet to assign their leadership appointment. The Training Officer shall have developed a list of appointments, based on the examples suggested in M403.06 (Act as a Team Leader During a Leadership Appointment).

2. Ensure the cadet understands the leadership appointment.

3. Have the cadet carry out the leadership appointment.

4. Using the Assessment Rubrics as a guide, evaluate the cadet's leadership ability by observation throughout the duration of the leadership appointment, make notes of observations and record results on the corresponding Assessment Checklist.

The assessment of leadership abilities is subjective; however, the assessor's responsibility is to be as positive as possible.

5. Have the cadet self-assess their performance using the Assessment Rubric. Ensure the cadet understands their self-assessment will not be recorded on their qualification record.

## POST ASSESSMENT INSTRUCTIONS

**RECORDING ASSESSMENT RESULTS**

1. The overall performance assessment for PO 403 is a combined result of the leadership assignment and appointment assessments. Indicate the overall performance assessment on the Assessment Checklist as:

   a. **Incomplete**. The cadet has not achieved the performance standard by receiving an “incomplete” on more than four (between both assessments) of the creteria;

b. **Completed With Difficulty**. The cadet had achieved the performance standard by receiving an "incomplete" on less than five (between both assessments) of the criteria;

c. **Completed Without Difficulty**. The cadet has achieved the performance standard by receiving a minimum of "completed with difficulty" on all criteria and "completed without difficulty" on nine (between both assessments) or more of the criteria; or

d. **Exceeded Standard**. The cadet has achieved the performance standard by receiving a minimum of "completed without difficulty" on all criteria and "exceeded standard" on 12 (between both assessments) or more of the criteria.

2. Record notes and observations in the assessor's feedback section of the Assessment Checklist.

3. Sign and date the Assessment Checklist.

4. Ensure a copy of the Assessment Checklists is attached to the cadet's training file.

5. The overall result will be recorded on the Gold Star Qualification Record located at Chapter 3, Annex C.

**PROVIDING ASSESSMENT FEEDBACK**

Discuss the cadet's self-assessment on their performance.

Following each assessment, ask the cadet what they felt went right during the leadership assessment, what did not go well and ask the cadet how they would improve their performance if the leadership assignment or appointment was given to them again.

Discuss the performance results of each section of the Assessment Rubric with the cadet.

Discuss the overall performance results with the cadet and provide the cadet with a copy of the completed Assessment Checklists.

Because of the duration and overall nature of the leadership appointment, feedback needs to be provided on an ongoing basis. Additional time will also need to be scheduled upon the conclusion of the appointment for final feedback.

## 403 PC ASSESSMENT RUBRIC

## LEADERSHIP ASSIGNMENT

| | Incomplete (I) | Completed With Difficulty (D) | Completed Without Difficulty (C) | Exceeded the Standard (E) |
|---|---|---|---|---|
| **Select a leadership approach.** | Did not select an approach appropriate to the assignment. | Selected an approach and was challenged with balancing focus on the team members and the goal. | Selected an approach and strived to balance team members and the goal and simplicity and safety of the task. | Selected the most appropriate approach with a strong balance of team members and the goal and simplicity and safety of the task. |
| **Communicate as a team leader.** | Did not communicate with team members. | Communicated with team members occasionally. Team members needed clarification on many occasions. | Communicated with team members on many occasions. Team members needed few clarifications. | Communicated to the team throughout the leadership task. Team members did not need clarification. |
| **Supervise team members.** | Did not supervise team members. | Only supervised team members at the beginning and / or end of the leadership assignment. | Supervised throughout the leadership assignment making some corrections when necessary. | Supervised throughout the leadership assignment making corrections as necessary. |
| **Solve problems.** | Did not solve problems. | Attempted to solve some problems and selected inefficient problem solving methods. | Solved most problems as they arose and often selected the appropriate problem solving method. | Solved problems as they arose and selected the most appropriate problem solving method. |
| **Motivate team members.** | Did not motivate team members. | Only motivated periodically and without enthusiasm. | Motivated frequently and enthusiasm, with attention at times to both individuals and the team. | Motivated consistently and enthusiasm, addressing both individuals and the team. |
| **Provide feedback to team members.** | Did not provide feedback to team members. | Provided select feedback; was not always frequent, accurate, specific and / or timely. | Provided periodic feedback and was often frequent, accurate, specific and / or timely. | Provided consistent feedback and was regularly frequent, accurate, specific and / or timely. |
| **Meet expectations of team members.** | Made no effort to meet the needs and expectations of team members. | Made some efforts to meet the needs and expectations of team members but with limited results. | Made considerable efforts to meet the needs and expectations of team members with adequate results. | Made consistent efforts to meet the needs and expectations of team members with solid results. |
| **Complete the leadership assignment.** | Did not complete the leadership assignment. | | Completed the leadership assignment. | |
| **Perform self-assessment.** | Did not complete the self-assessment. | | Completed the self-assessment. | |

## 403 PC ASSESSMENT RUBRIC

## LEADERSHIP APPOINTMENT

| | Incomplete (I) | Completed With Difficulty (D) | Completed Without Difficulty (C) | Exceeded the Standard (E) |
|---|---|---|---|---|
| **Select a leadership approach.** | Did not select appropriate approach(es) throughout the appointment. | Selected an approach and was challenged with balancing focus on the team members and the goal throughout the appointment. | Selected approach(es) throughout the appointment and strived to balance team members and the goal and simplicity and safety of the task. | Selected the most appropriate approach(es) throughout the appointment with a strong balance of team members and the goal and simplicity and safety of the task. |
| **Communicate as a team leader.** | Did not communicate with team members. | Did not communicate with team members frequently enough. Team members needed clarification on many occasions. | Communicated with team members on many occasions. Team members needed few clarifications. | Communicated with team members consistently throughout the leadership appointment. Team members did not need clarification. |
| **Supervise team members.** | Did not supervise team members. | Did not successfully apply the principles of supervision; supervision was infrequent throughout the appointment. | Supervised throughout the leadership appointment, making some corrections when necessary. | Supervised consistently throughout the leadership assignment, making corrections as necessary. |
| **Solve problems.** | Did not solve problems. | Attempted to solve some problems and selected inefficient problem solving methods. | Solved most problems as they arose and often selected the appropriate problem solving method. | Solved problems as they arose and selected the most appropriate problem solving method. |
| **Motivate team members.** | Did not motivate team members. | Only motivated periodically and without enthusiasm. | Motivated frequently and enthusiasm, with attention at times to both individuals and the team. | Motivated consistently and enthusiasm, addressing both individuals and the team. |
| **Provide feedback to team members.** | Did not provide feedback to team members. | Provided select feedback; was not always frequent, accurate, specific and / or timely. | Provided periodic feedback and was often frequent, accurate, specific and / or timely. | Provided consistent feedback and was regularly frequent, accurate, specific and / or timely. |
| **Meet expectations of team members.** | Made no effort to meet the needs and expectations of team members. | Made some efforts throughout the appointment to meet the needs and expectations of team members but with limited results. | Made considerable efforts throughout the appointment to meet the needs and expectations of team members with adequate results. | Made consistent efforts throughout the appointment to meet the needs and expectations of team members with solid results. |
| **Perform self-assessment.** | Did not complete the self-assessment. | | Completed the self-assessment. | |

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**403 PC ASSESSMENT CHECKLIST**

**LEADERSHIP ASSIGNMENT**

Cadet's Name: _____ Corps: _____

Date: _____ Platoon: _____

| | Assessment (circle one) | Notes |
|---|---|---|
| **Select a leadership approach.** | **I D C E** | |
| **Communicate as a team leader.** | **I D C E** | |
| **Supervise team members.** | **I D C E** | |
| **Solve Problems.** | **I D C E** | |
| **Motivate team members.** | **I D C E** | |
| **Provide feedback to team members.** | **I D C E** | |
| **Meet expectations of team members.** | **I D C E** | |
| **Complete the leadership assignment.** | **I C** | |
| **Perform self-assessment.** | **I C** | |

I = Incomplete D = Completed With difficulty C = Completed Without Difficulty E = Exceeded Standard

| | |
|---|---|
| **Assessor's Name:** | **Position:** |
| **Assessor's Signature:** | **Date:** |

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**403 PC ASSESSMENT CHECKLIST**

**LEADERSHIP APPOINTMENT**

Cadet's Name: _____ Corps: _____

Date: _____ Platoon: _____

| | Assessment (circle one) | Notes |
|---|---|---|
| **Select a leadership approach.** | **I D C E** | |
| **Communicate as a team leader.** | **I D C E** | |
| **Supervise team members.** | **I D C E** | |
| **Solve Problems.** | **I D C E** | |
| **Motivate team members.** | **I D C E** | |
| **Provide feedback to team members.** | **I D C E** | |
| **Meet expectations of team members.** | **I D C E** | |
| **Perform self-assessment.** | **I C** | |

I = Incomplete D = Completed With difficulty C = Completed Without Difficulty E = Exceeded Standard

| | |
|---|---|
| **Assessor's Name:** | **Position:** |
| **Assessor's Signature:** | **Date:** |

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## 403 PC ASSESSMENT CHECKLIST

## OVERALL ASSESSMENT

The PO 403 Overall Assessment includes the evaluation of both the leadership assignment and the leadership appointment.

***Assessor's feedback:***

| | PO 403 Overall Assessment | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Check One** | **Incomplete** | | **Completed With Difficulty** | | **Completed Without Difficulty** | | **Exceeded Standard** | |
| **Overall Performance** | The cadet has not achieved the performance standard by receiving an "incomplete" on more than four (between both assessments) of the criteria. | | The cadet has achieved the performance standard by receiving an "incomplete" on less than five (between both assessments) of the criteria. | | The cadet has achieved the performance standard by receiving a minimum of "Completed Without Difficulty" on all criteria. | | The cadet has achieved the performance standard by receiving a minimum of "Completed Without Difficulty" on all criteria and "exceeded standard" on 12 (between both assessments) or mre of the criteria. | |

| | |
|---|---|
| **Assessor's Name:** | **Position:** |
| **Assessor's Signature:** | **Date:** |

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# ANNEX B, APPENDIX 2

# 404 PC – PERSONAL FITNESS AND HEALTHY LIVING

# ASSESSMENT INSTRUCTIONS

## GENERAL

No time is allotted for this PC, as it is to be administered whenever the cadet hands in their completed Physical Activity Tracker.

The Physical Activity Tracker and the requirements of this PC are covered during EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity [MVPA] and Track Participation in Physical Activities).

## PRE-ASSESSMENT INSTRUCTIONS

1. Gather the 404 PC Personal Fitness and Healthy Living Assessment Form.

2. Meet with the cadet to ensure they have received the Physical Activity Tracker, and that they are familiar with the assessment requirements.

MVPA (moderate- to vigorous-intensity physical activity) is a combination of moderate and vigorous intensity activity:

- Moderate-intensity physical activities will cause teens to sweat a little and to breathe harder (eg, skating or bike riding).
- Vigorous-intensity physical activities will cause teens to sweat and be ‘out of breath’ (eg, running or rollerblading).

## CONDUCT OF ASSESSMENT

1. Have the cadet complete their Physical Activity Tracker and meet with them as required to deal with any difficulties that may arise. Make notes of observations.

2. Once the cadet has completed the Physical Activity Tracker, evaluate their performance using the assessment form.

3. Conduct a debriefing. Ask the cadet what they felt went well and what they would improve upon if the assessment was given to them again.

4. Discuss the overall performance results with the cadet and provide the cadet with a copy of the completed 404 PC Personal Fitness and Healthy Living Assessment Form.

## POST ASSESSMENT INSTRUCTIONS

1. Place a copy of the 404 PC Personal Fitness and Healthy Living Assessment Form in the cadet's training file.

2. Record the overall result on the Gold Star Qualification Record.

Cadet's Name: _____ Date: _____

***Assessor's Feedback:***

| | PO 404 Overall Assessment | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Check One** | **Incomplete** | | **Completed With Difficulty** | | **Completed Without Difficulty** | | **Exceeded Standard** | |
| **Overall Performance** | The cadet did not complete a minimum of 60 minutes of MVPA daily for at least 20 days over four consecutive days. | | | | The cadet has achieved the performance standard by completing a minimum of 60 minutes of MVPA daily for 20 days over four consecutive weeks. | | The cadet has exceeded the performance standard by completing a minimum of 60 minutes of MVPA daily for 24 days or more over four consecutive weeks. | |

| | |
|---|---|
| **Assessor's Name:** | **Position:** |
| **Assessor's Signature:** | **Date:** |

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# ANNEX B, APPENDIX 3

# 408 PC

# ASSESSMENT INSTRUCTIONS

## PREPARATION

### PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and 408 PC Assessment Checklist and become familiar with the material prior to conducting the assessment.

Photocopy the 408 PC Assessment Checklist for each cadet.

Ensure each cadet has received a parade sequence aide-mémoire card (located at A-CR-CCP-704/PF-001, *Gold Star Instructional Guides*, EO M408.03 [Command a Squad]).

### PRE-ASSESSMENT ASSIGNMENT

Have the cadet review the assessment activity instructions and the 408 PC Assessment Checklist to become familiar with the material prior to participating in the assessment.

### ASSESSMENT METHOD

Performance assessment was chosen to observe and evaluate the cadet commanding a platoon on parade.

## CONDUCT OF ASSESSMENT

### PURPOSE

The purpose of this PC is to assess the cadet's ability to command a platoon on parade.

### RESOURCES

- 408 PC Assessment Checklist, and
- Parade sequence aide-mémoire card.

### ASSESSMENT ACTIVITY LAYOUT

This assessment shall be conducted in a drill hall or outdoor parade square in favourable weather.

Assessments may be conducted throughout the year, during parades (eg, opening parade, closing parade, ceremonial parades).

## ASSESSMENT ACTIVITY INSTRUCTIONS

After observing each skill being performed, make a judgment and indicate on the Assessment Checklist whether the skill was:

- **Incomplete.** The skill was not attempted or not completed even with assistance;
- **Completed With Difficulty.** The skill was completed with some difficulty / assistance or with heavy reliance on the parade sequence aide-mémoire card;
- **Completed Without Difficulty.** The skill was completed without difficulty / assistance or required only occasional reference to the parade sequence aide-mémoire card; or
- **Exceeded Standard.** The skill was completed without any difficulty / assistance and required no use of the parade sequence aide-mémoire card.

Make notes of observations for the purpose of providing descriptive post-assessment feedback.

1. Assess the cadet's performance for each skill and record the results on the Assessment Checklist.

2. Cadets may be given unlimited re-tests within the resources of the cadet corps to meet the standard for each skill. Where time permits, cadets may re-test to improve their results.

## POST ASSESSMENT INSTRUCTIONS

### RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment on the Assessment Checklist as:

   a. **Incomplete.** The cadet has not achieved the performance standard by not completing at least one of the required areas;

   b. **Completed With Difficulty.** The cadet has achieved the performance standard by completing one or more or the required objectives with difficulty;

   c. **Completed Without Difficulty.** The cadet has achieved the performance standard by completing all objectives without difficulty; or

   d. **Exceeded Standard.** The cadet has achieved the performance standard by exceeding the standard on all objectives.

2. Record notes made in the assessor’s feedback section of the Assessment Checklist.

3. Sign and date the Assessment Checklist.

4. Ensure a copy of the Assessment Checklist is attached to the cadet's training file.

5. The overall result will be recorded on the Gold Star Qualification Record located at Chapter 3, Annex C.

### PROVIDING ASSESSMENT FEEDBACK

Discuss the overall performance results with the cadet and provide them with a copy of the completed checklist.

**408 PC ASSESSMENT CHECKLIST**

Cadet's Name: _____ Date: _____

| ***Analytical Performance Assessment:*** | **Incomplete** | **Completed With Difficulty** | **Completed Without Difficulty** | **Exceeded Standard** |
|---|---|---|---|---|
| | The skill was not attempted or not completed even with assistance. | The skill was completed with some difficulty / assistance or with heavy reliance on the parade sequence aide-mémoire card. | The skill was completed without difficulty / assistance or required only occasional reference to the parade sequence aide-mémoire card. | The skill was completed without any difficulty / assistance and required no use of the parade sequence aide-mémoire card. |
| **Fall In** | | | | |
| The cadet assumed the proper command position--centred and three paces in front of the platoon. | | | | |
| The cadet ordered the platoon to stand at ease. | | | | |
| Once the last platoon was ordered, the cadet turned about, observed the standard pause and stood at ease. | | | | |
| **Inspection** | | | | |
| The cadet ensured the platoon was at attention. | | | | |
| The cadet awaited the arrival of the Reviewing Officer (RO) three paces in front of the platoon marker. | | | | |
| The cadet saluted (if required) and reported the platoon to the RO. | | | | |
| The cadet guided the RO through the inspection of each rank of the platoon. | | | | |
| The cadet saluted (if required) and asked for permission to carry on. | | | | |

| | | | | |
|---|---|---|---|---|
| The cadet returned to the front of the platoon, centred and three paces in front. | | | | |
| The cadet ordered the platoon to close order march and stand at ease. | | | | |
| The cadet executed an about turn and stood at ease. | | | | |
| **March Past** | | | | |
| The cadet executed all commands given by the parade commander. | | | | |
| The cadet assumed the correct position in front of the platoon throughout the march past. | | | | |
| The cadet correctly delivered all required commands throughout the march past. | | | | |
| Once commanded to advance the cadet turned and wheeled into position in front of the platoon | | | | |
| **Fall Out** | | | | |
| Once commanded to dismiss, the cadet observed the standard pause, saluted if an officer was present and then marched off the parade square. | | | | |

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***Assessor's Feedback:***

| | PO 408 Overall Assessment | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Check One** | **Incomplete** | | **Completed With Difficulty** | | **Completed Without Difficulty** | | **Exceeded Standard** | |
| **Overall Performance** | The cadet has not achieved the performance standard by not completing at least one of the required areas. | | The cadet has achieved the performance standard by completing one or more of the required objectives with difficulty. | | The cadet has achieved the performance standard by completing all objectives without difficulty. | | The cadet has achieved the performance standard by exceeding the standard on all objectives. | |

| | |
|---|---|
| **Assessor's Name:** | **Position:** |
| **Assessor's Signature:** | **Date:** |

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# ANNEX B, APPENDIX 4

# 409 PC

# ASSESSMENT INSTRUCTIONS

## PREPARATION

### PRE-ASSESSMENT INSTRUCTIONS

The course officer shall communicate with the training officer to:

1. place the Gold Star cadets into the Green Star and Red Star instructor schedules;

2. ensure the cadets are assigned a 30-minute lesson at least two weeks prior to conducting this assessment, to include:

    a. a lesson specification, and

    b. an instructional guide; and

3. assign an assessor to each lesson.

Ensure that all resources requested by the cadets are available.

Review the assessment plan, assessment instructions and 409 PC Assessment Rubric and Checklist and become familiar with the material prior to conducting the assessment.

Photocopy the 409 PC Assessment Checklist for each cadet.

Review the lesson content and become familiar with the material prior to assessing the lesson.

### PRE-ASSESSMENT ASSIGNMENT

Each cadet shall review the 409 PC Assessment Rubric and Checklist and become familiar with the assessment criteria prior to instructing their lesson.

Each cadet is to prepare to instruct a 30-minute lesson, by:

1. researching lesson content;

2. planning a lesson;

3. developing instructional aids; and

4. preparing the lesson location.

### ASSESSMENT METHOD

Performance assessment was chosen as it allows the assessor to observe the cadet while instructing a lesson and make a judgement on the cadet’s level of preparation, classroom management skills, use of instructional methods, use of instructional aids and overall instructional techniques.

## CONDUCT OF ASSESSMENT

### PURPOSE

The purpose of this assessment is to assess the cadet's ability to prepare and instruct a 30-minute lesson to Green Star and Red Star cadets in a real-life setting, during a regular training session.

**RESOURCES**

- 409 PC Assessment Rubric
- 409 PC Assessment Checklists, and
- As per the lesson assigned.

**ASSESSMENT ACTIVITY LAYOUT**

Classroom or training area large enough to accommodate the entire group.

**ASSESSMENT ACTIVITY INSTRUCTIONS**

This PC is assessed during EO M409.05 / EO C409.02 (Instruct a 30-Minute Lesson), or any additional opportunity thereafter.

Each cadet, prior to the start of EO M409.05 (Instruct a 30-Minute Lesson), will be required to:

1. research lesson content;
2. plan a lesson;
3. develop instructional aids; and
4. set up the lesson location.

During the time allotted for this lesson each cadet will:

1. provide a copy of their written lesson plan to the assessor;
2. instruct a 30-minute lesson by:
    a. introducing the lesson;
    b. presenting the content of the lesson
    c. confirming the knowledge / skills learned during the lesson; and
    d. concluding the lesson; and
3. participate in a individual feedback session with the assessor upon completion of the lesson.

Using the 409 PC Assessment Rubric as a guide, the assessor shall make notes of observations and record results on the 409 PC Assessment Checklist.

Should any content errors or omissions be made during the conduct of the lesson, the assessor shall take appropriate actions to ensure the cadets receive the correct information.

## POST ASSESSMENT INSTRUCTIONS

### RECORDING ASSESSMENT RESULTS

1. The overall result will be recorded on the Gold Star Qualification Record located at Chapter 3, Annex C. Indicate the overall performance assessment on the qualification record as:

   a. **Incomplete**. The cadet has not achieved the performance standard by receiving an “incomplete” on more that three of the criteria listed on the assessment checklist;

   b. **Completed With Difficulty**. The cadet has achieved the performance standard by receiving an incomplete on not more than three of the criteria and a minimum of “completed with difficulty” on all other criteria;

   c. **Completed Without Difficulty**. The cadet has achieved the performance standard by receiving a minimum of “completed with difficulty” on all criteria and “completed without difficulty” on 10 or more of the criteria; or

   d. **Exceeded Standard**. The cadet has achieved the performance standard by receiving a minimum of “completed with difficulty” on all criteria and “exceeded standard” on seven or more of the criteria.

2. Record notes made in the assessor’s feedback section of the assessment checklist.

3. Sign and date the assessment checklist.

4. Ensure a copy of the assessment checklist is attached to the cadet's training file.

### PROVIDING ASSESSMENT FEEDBACK

This assessment is accomplished through direct / immediate feedback with the cadet upon completion of the period of instruction. The assessor should offer feedback and suggestions for improvement to the cadet based on the 409 PC Assessment Rubric and Checklist.

Discuss the overall performance results with the cadet and provide them with a copy of the completed checklist.

# 409 PC ASSESSMENT RUBRIC

| | Incomplete (I) | Completed With Difficulty (D) | Completed Without Difficulty (C) | Exceeded Standard (E) |
|---|---|---|---|---|
| **Lesson Preparation** | | | | |
| **Lesson plan** | The lesson plan was not submitted, it had insufficient detail to deliver a full period of instruction or it was not developed IAW the QSP. | The lesson plan was disorganized / hard to follow or was incomplete or included few details of how TPs were to be presented. | The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete and accurate. | The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete, accurate and detailed enough for another instructor to follow and implement without difficulty. |
| **Instructional aids** | The instructional aids were not developed, not relevant or were of poor quality. | The instructional aids were relevant, but their ease of use and effectiveness were questionable. | The instructional aids were relevant, easy to use and assisted in clarifying lesson content. | The instructional aids were relevant, easy to use and assisted in clarifying lesson content. In addition, instructional aids were creative, well thought-out and extra effort on the cadet's part was evident. |
| **Classroom / training area set up** | Set-up of the classroom / training area was not suitable to the lesson. | Set-up of the classroom / training area was suitable to the lesson, however some elements were overlooked. | The classroom / training area was well set up, with due consideration given to such things as:<br>• functional seating formation,<br>• lighting, and<br>• instructional aids were easily accessible and ready to use, and<br>• distractions were minimized. | N/A |
| **Lesson Introduction** | | | | |
| **Review of previous lesson (if applicable)** | The cadet did not review the previous lesson. | The cadet stated the topic of the previous lesson. | The cadet stated the topic of the previous lesson and provided a brief summary of the content. | N/A |
| **Introduction of lesson** | The cadet did not provide an introduction to the lesson. | The cadet stated what will be learned, but was unclear in the description of why it is important or where the knowledge / skills will be applied. | The cadet clearly described what will be learned, why it is important and where the knowledge / skills will be applied. | The cadet clearly described what will be learned, why it is important and where the knowledge / skills will be applied in a creative and engaging way. |
| **Lesson Body** | | | | |
| **Method(s) of instruction** | The cadet's choice of method was not appropriate to the content or the audience. | The cadet's choice of method was appropriate but they displayed some difficulty using the method. | The cadet's choice of method was appropriate and they displayed no difficulty using the method. | N/A |
| **Learning environment** | The cadet did not ensure the physical safety of the class, and/or the cadet made no attempt to employ stress and classroom management techniques, as described in EO M409.02. | The cadet ensured the physical safety of the class at all times.<br>The cadet attempted to employ stress and classroom management techniques, however experienced difficulty using them effective and timely manner. | The cadet ensured the physical safety of the class at all times.<br>The cadet employed stress classroom management techniques, as necessary, in an effective and timely manner. | The cadet ensured the physical safety of the class at all times.<br>The cadet always controlled positive and negative stress, and displayed excellent classroom management techniques. |

| | Incomplete (I) | Completed With Difficulty (D) | Completed Without Difficulty (C) | Exceeded Standard (E) |
|---|---|---|---|---|
| **Effective use instructional aids** | The cadet did not use instructional aids. | The instructional aids were difficult to see / use, or were introduced at an ineffective time. | The instructional aids were clearly displayed and were appropriately introduced. | N/A |
| **Satisfaction of learner needs** | The lesson was delivered in a way that was inappropriate for the developmental period of the audience and did not present visual, auditory or kinesthetic learning opportunities. | Some aspects of the lesson delivery were not appropriate for the developmental period of the audience. The cadet included little variety with regard to providing visual, auditory or kinesthetic learning opportunities. | The lesson satisfied the needs of the developmental period of the audience. The cadet included some variety of visual, auditory and kinesthetic learning opportunities. | The lesson satisfied the needs of the developmental period of the audience. The cadet included many visual, auditory and kinesthetic learning opportunities throughout the lesson. |
| **Accuracy of lesson content** | The cadet displayed limited understanding of the lesson content and was unable to provide accurate explanations, demonstrations and/or clarification. | The cadet displayed a general understanding of the lesson content but struggled with the explanation, demonstration and/or clarification of some of the content. | The cadet displayed a sound understanding of lesson content and provided accurate explanations, demonstrations and/or clarification without difficulty. | The cadet displayed a mastery of the lesson content. |
| **TP confirmation** | The cadet did not use questions or an activity to confirm the understanding of the TP content; and did not adjust the instruction based on audience comprehension. | The cadet used questions or an activity to confirm the understanding of the TP content, however made little effort to adjust instruction based on audience comprehension. | The cadet used questions or an activity to confirm the understanding of the TP content, and as necessary, attempted to adjust instruction based on audience comprehension. | The questions or activity cadet creatively confirmed understanding at the end of each TP and easily adjusted instruction based on audience comprehension. |
| **End of lesson confirmation** | The knowledge or skills covered in the lesson were not confirmed using questions or an activity. | Questions or an activity was used as an end of lesson confirmation of knowledge or skills, however all teaching points were not covered. | Questions or an activity was used as an end of lesson confirmation of knowledge or skills and all teaching points were covered. | All knowledge or skills covered in the lesson were confirmed in a creative and engaging way. |
| **Lesson Conclusion** | | | | |
| **Lesson summary** | The cadet did not re-state the objective of the lesson and did not summarize important points / areas for improvement. | The cadet re-stated the objectives of the lesson however struggled to summarize important points / areas for improvement. | The cadet re-stated the objectives of the lesson and concisely summarized important points / areas for improvement. | N/A |
| **Re-motivate** | The cadet did not attempt to re-motivation the cadets. | N/A | The cadet attempted to re-motivate the cadets. | N/A |
| **Description of next lesson** | The cadet did not describe the next lesson. | The cadet stated the topic of the next lesson. | The cadet stated the topic of the next lesson and provided a brief and accurate description of the lesson content. | N/A |
| **Communication** | | | | |
| **Voice control** | The cadet did not speak clearly or consistently spoke too quickly or quietly to be understood. | The cadet was understood, however struggled with the use of pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary. | The cadet spoke clearly and made clear attempts to control pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary. | The cadet spoke clearly and made excellent use of pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary. |
| **Body language, dress and deportment** | The cadet exhibited inappropriate body language and/or poor dress and deportment. | The cadet attempted to use body language to help communicate and emphasise points and exhibited acceptable dress and deportment. | The cadet easily incorporated the use of body language to help communicate and emphasise points and exhibited acceptable dress and deportment. | The cadet easily incorporated the use of body language to help communicate and emphasise points and exhibited a high standard of dress and deportment. |
| **Questioning techniques** | The cadet did not use any questions or apply the questioning sequence (pose, pause, pounce, ponder and praise). | The cadet used appropriate types of questions but inconsistently applied the questioning sequence (pose, pause, pounce, ponder and praise). | The cadet used a variety of questions and consistently applied the questioning sequence (pose, pause, pounce, ponder and praise). | N/A |
| **Time Management** | | | | |

| | Incomplete (I) | Completed With Difficulty (D) | Completed Without Difficulty (C) | Exceeded Standard (E) |
|---|---|---|---|---|
| **Time Management** | The lesson was not completed within the allotted time, with more than 5 minutes deviation. | Time planned for and/or spent on individual TPs / activities was somewhat inaccurate or insufficient however the lesson was completed within the allotted time (+ / - 5 minutes). | Time planned for and/or spent on individual TPs / activities was appropriate and the lesson was completed within the allotted time (+ / - 5 minutes). | N/A |

## 409 PC ASSESSMENT CHECKLIST

Cadet's Name: _____ Corps: _____

Date: _____ Platoon: _____

| | Assessment (circle one) | Notes |
|---|---|---|
| **Lesson Preparation** | | |
| **Lesson Plan** | **I D C E** | |
| **Instructional aids** | **I D C E** | |
| **Classroom / training area set up** | **I D C** | |
| **Lesson Introduction** | | |
| **Review of previous lesson (if applicable)** | **I D C** | |
| **Introduction of lesson** | **I D C E** | |
| **Lesson Body** | | |
| **Method(s) of instruction** | **I D C** | |
| **Learning environment** | **I D C E** | |
| **Effective use of instructional aids** | **I D C** | |
| **Satisfaction of learner needs** | **I D C E** | |
| **Accuracy of lesson content** | **I D C E** | |
| **TP confirmation** | **I D C E** | |
| **End of lesson confirmation** | **I D C E** | |
| **Lesson Conclusion** | | |
| **Lesson summary** | **I D C** | |
| **Re-motivation** | **I C** | |
| **Description of next lesson** | **I D C** | |

I = Incomplete D = Completed With difficulty C = Completed Without Difficulty E = Exceeded Standard

| | Assessment (circle one) | Notes |
|---|---|---|
| **Communication** | | |
| **Voice control** | **I D C E** | |
| **Body language, dress and deportment** | **I D C E** | |
| **Questioning techniques** | **I D C** | |
| **Time Management** | | |
| **Time Management** | **I D C** | |

I = Incomplete D = Completed With difficulty C = Completed Without Difficulty E = Exceeded Standard

***Assessor's Feedback:***

| | PO 409 Overall Assessment | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Check One** | **Incomplete** | | **Completed With Difficulty** | | **Completed Without Difficulty** | | **Exceeded Standard** | |
| **Overall Performance** | The cadet has not achieved the performance standard by receiving an "incomplete" on more than three of the criteria listed on the assessment checklist. | | The cadet has achieved the performance standard by receiving an "incomplete" on not more than three of the criteria and a minimum of "completed with difficulty" on all other criteria. | | The cadet has achieved the performance standard by receiving a minimum of "completed without difficulty" on 10 or more of the criteria. | | The cadet has achieved the performance standard by receiving a minimum of "completed without difficulty" on all criteria listed and "exceeded standard" on 7 or more of the criteria. | |

| | |
|---|---|
| **Assessor's Name:** | **Position:** |
| **Assessor's Signature:** | **Date:** |

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# ANNEX B, APPENDIX 5

# 422 PC

# ASSESSMENT INSTRUCTIONS

## PREPARATION

### PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and 422 PC Assessment Checklist and become familiar with the material prior to conducting the assessment.

Photocopy the 422 PC Assessment Checklist for each cadet.

Prepare a navigational route of three legs (four points of interest [POIs] including the start point) for each cadet in each group of three. The route chosen for each cadet should be no more than 2 km.

Ensure the global positioning system (GPS) receivers have fully-charged batteries.

### PRE-ASSESSMENT ASSIGNMENT

Have the cadet review the assessment activity instructions and the 422 PC Assessment Checklist to become familiar with the material prior to participating in the assessment.

### ASSESSMENT METHOD

Performance assessment was chosen to observe and evaluate the cadet following a multi-leg route using GPS receiver.

## CONDUCT OF ASSESSMENT

### PURPOSE

The purpose of this PC is to assess the cadet's ability to follow a multi-leg route using a GPS receiver.

### RESOURCES

- 422 PC Assessment Checklist, and
- GPS receiver.

If possible, have topographical maps of the area available.

### ASSESSMENT ACTIVITY LAYOUT

This assessment will be conducted after the completion of all 422 EOs, in the field, during bivouac FTX in a controlled setting during daylight hours.

Cadets may be provided assistance (eg, reminders, guided questions).

After observing each skill being performed, make a judgment and indicate (with a check mark in the applicable box) on the Assessment Checklist whether the skill was:

- **Incomplete.** The skill was not attempted or not completed even with assistance.
- **Completed With Difficulty.** The skill was completed with difficulty / assistance.
- **Completed Without Difficulty.** The skill was completed without difficulty / assistance.

Make notes of observations for the purpose of providing descriptive post-assessment feedback.

**ASSESSMENT ACTIVITY INSTRUCTIONS**

1. Divide the cadets into groups of no more than three (or divide based on the number of available GPS receivers).
2. Have one cadet in the group input the four POIs.
3. Have the cadet link the POIs to establish a multi-leg route in the GPS receiver.
4. Have the cadet lead and navigate the group to each POI along the route.
5. Repeat Steps 2–4 for each cadet in the group.

## POST ASSESSMENT INSTRUCTIONS

**RECORDING ASSESSMENT RESULTS**

1. Indicate the overall performance assessment on the Assessment Checklist as:
   a. **Incomplete.** The cadet has not achieved the performance standard by not completing at least one of the required objectives.
   b. **Completed With Difficulty.** The cadet has achieved the performance standard by receiving a minimum of “Completed With Difficulty” on all criteria;
   c. **Completed Without Difficulty.** The cadet has achieved the performance standard by receiving a minimum of “Completed With Difficulty” on all criteria and “Completed Without Difficulty” on five or more of the criteria; or
   d. **Exceeded Standard.** The cadet has achieved the performance standard by receiving “Completed Without Difficulty” on all of the criteria.
2. Record notes made in the assessor’s feedback section of the Assessment Checklist.
3. Sign and date the Assessment Checklist.

4. Ensure a copy of the Assessment Checklist is attached to the cadet's training file.

5. The overall result will be recorded on the Gold Star Qualification Record located at Chapter 3, Annex C.

**PROVIDING ASSESSMENT FEEDBACK**

Feedback should be provided to the cadets upon completion of the assessment to inform them of their progress. This is accomplished through direct feedback immediately following the practical assessment, group debriefings at the end of the training day, and one-on-one interviews, as required.

Discuss the overall performance results with the cadet and provide them with a copy of the completed checklist.

## 422 PC ASSESSMENT CHECKLIST

Cadet's Name: _____ Date: _____

| ***Analytical Performance Assessment:*** | Incomplete<br>The skill was not attempted or not completed even with assistance. | Completed With Difficulty<br>The skill was completed with difficulty / assistance. | Completed Without Difficulty<br>The skill was completed without difficulty / assistance. |
|---|---|---|---|
| **Follow a Multi-Leg Route Using a GPS Receiver** | | | |
| The cadet confirmed that the correct coordinate system and map datum were set on the GPS receiver. | | | |
| The cadet marked the start point, using a personalized mark. | | | |
| The cadet inputted the given POIs into the GPS receiver, using coordinate marks. | | | |
| The cadet used the GPS receiver to link the POIs and created a multi-leg route. | | | |
| The cadet saved and named the route. | | | |
| The cadet activated the route. | | | |
| The cadet led and navigated the group to each POI along the route using the GPS receiver (within a 10-m radius). | | | |

***Assessor's Feedback:***

| | PO 422 Overall Assessment | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Check One** | **Incomplete** | | **Completed With Difficulty** | | **Completed Without Difficulty** | | **Exceeded Standard** | |
| **Overall Performance** | The cadet has not achieved the performance standard by not completing at least one of the required areas. | | The cadet has achieved the performance standard by receiving a minimum of "Completed With Difficulty" on all criteria. | | The cadet has achieved the performance standard by receiving a minimum of "Completed With Difficulty" on all criteria and "Completed Without Difficulty" on five or more of the criteria. | | The cadet has achieved the performance standard by receiving "Completed Without Difficulty" on all of the criteria. | |

| | |
|---|---|
| **Assessor's Name:** | **Position:** |
| **Assessor's Signature:** | **Date:** |

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# ANNEX B, APPENDIX 6

# 424 PC

# ASSESSMENT INSTRUCTIONS

## PREPARATION

### PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and 424 PC Assessment Checklist and become familiar with the material prior to conducting the assessment.

Photocopy the 424 PC Assessment Checklist for each cadet.

Obtain all resources for the assessment.

### PRE-ASSESSMENT ASSIGNMENT

Have the cadet review the assessment activity instructions and the 424 PC Assessment Checklist to become familiar with the material prior to participating in the assessment.

### ASSESSMENT METHOD

Performance assessment was chosen to observe the cadet performing the required skills to weave cordage and make a judgment on the quality of the performance.

## CONDUCT OF ASSESSMENT

### PURPOSE

The purpose of this PC is to assess the cadet's ability to weave cordage.

### RESOURCES

- 424 PC Assessment Checklist, and
- Survival knife.

### ASSESSMENT ACTIVITY LAYOUT

This assessment will be conducted during EO M424.03 (Weave Cordage) in the field during bivouac FTX in a controlled setting during daylight hours.

Select an area where the natural resources required to weave cordage are found.

Cadets may be provided assistance (eg, reminders, guided questions).

After observing each skill being performed, make a judgment and indicate (with a check mark in the applicable box) on the Assessment Checklist whether the skill was:

- **Incomplete.** The skill was not attempted or not completed even with assistance.
- **Completed With Difficulty.** The skill was completed with difficulty / assistance.
- **Completed Without Difficulty.** The skill was completed without difficulty / assistance.

Make notes of observations for the purpose of providing descriptive post-assessment feedback.

To ensure a safe environment, cadets shall be afforded only two safety-related warnings. On the third warning for a similar incident they shall be assessed as 'incomplete' on the PC and a note shall be made in the feedback section. Warnings shall be issued for significant failure to adhere to the safety principles taught in the EOs. When a warning is given, the instructor shall clearly identify what the cadet has done incorrectly, what steps they need to take to correct the error, and what action they should take in the future to avoid the error.

**ASSESSMENT ACTIVITY INSTRUCTIONS**

The instructor will be required to observe the cadets during the practical activities associated with EO M424.03 (Weave Cordage) and use the checklist to monitor their performance. This PC may be ongoing throughout the bivouac FTX.

As the PC deals with progressive skill development, the practice of limiting the number of attempts a cadet has to complete the PC does not apply. Attempts, however, are limited based on available time during the weekend bivouac FTX.

## POST ASSESSMENT INSTRUCTIONS

**RECORDING ASSESSMENT RESULTS**

1. Indicate the overall performance assessment on the assessment checklist as:
   a. **Incomplete.** The cadet has not achieved the performance standard by not completing at least one of the required objectives;
   b. **Completed With Difficulty.** The cadet has achieved the performance standard by receiving a minimum of “Completed With Difficulty” on all criteria; or
   c. **Completed Without Difficulty.** The cadet has achieved the performance standard by receiving a minimum of “Completed Without Difficulty” on all criteria.”
2. Record notes made in the assessor’s feedback section of the Assessment Checklist.
3. Sign and date the Assessment Checklist.
4. Ensure a copy of the Assessment Checklist is attached to the cadet's training file.
5. The overall result will be recorded on the Gold Star Qualification Record located at Chapter 3, Annex C.

**PROVIDING ASSESSMENT FEEDBACK**

Feedback should be provided to the cadets upon completion of the assessment to inform them of their progress. This is accomplished through direct feedback immediately following the practical assessment, group debriefings at the end of the training day, and one-on-one interviews, as required.

Discuss the overall performance results with the cadet and provide them with a copy of the completed checklist.

**424 PC ASSESSMENT CHECKLIST**

Cadet's Name: _____ Date: _____

| ***Analytical Performance Assessment:*** | Incomplete<br>The skill was not attempted or not completed even with assistance. | Completed With Difficulty<br>The skill was completed with difficulty / assistance. | Completed Without Difficulty<br>The skill was completed without difficulty / assistance. |
|---|---|---|---|
| Weave Cordage | | | |
| The cadet collected and prepared raw materials. | | | |
| The cadet rolled the fibres from the raw material into a 1-m (3-foot) long, tight continuous cord. | | | |
| The cadet placed the middle of the cordage between their teeth. | | | |
| The cadet brought both ends together and released it from between the teeth to creat the braid (wrap). | | | |
| The cadet tightened the braid (wrap) by twisting it and adjusting the cordage. | | | |
| The cadet tied off the end of the braid (wrap). | | | |

***Assessor's Feedback:***

| | 424 PC Overall Assessment | | | | | |
|---|---|---|---|---|---|---|
| **Check One** | **Incomplete** | | **Completed With Difficulty** | | **Completed Without Difficulty** | |
| **Overall Performance** | The cadet has not achieved the performance standard by not completing at least one of the required objectives. | | The cadet has achieved the performance standard by receiving a minimum of "Completed With Difficulty" on all criteria. | | The cadet has achieved the performance standard by receiving a minimum of "Completed Without Difficulty" on all criteria. | |

| | |
|---|---|
| **Assessor's Name:** | **Position:** |
| **Assessor's Signature:** | **Date:** |

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# ANNEX B, APPENDIX 7

# 426 PC

# ASSESSMENT INSTRUCTIONS

## PREPARATION

### PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and Assessment Checklist and become familiar with the material prior to conducting the assessment.

Photocopy for each cadet the 426 PC Assessment Checklist.

Obtain all resources required for the assessment.

### PRE-ASSESSMENT ASSIGNMENT

Have the cadet review the assessment activity instructions and the Assessment Checklist to become familiar with the material prior to participating in the assessment. This review will be conducted by the expedition staff at the Expedition Centre upon the cadets' arrival.

### ASSESSMENT METHOD

Performance assessment was chosen to observe the cadet's performing the required skills and make a judgment on the quality of the performance.

## CONDUCT OF ASSESSMENT

### PURPOSE

The purpose of this PC is to assess the cadet's ability to perform expedition skills.

### RESOURCES

- 426 PC Assessment Checklist,
- Topographical / trail map of area,
- Selected (2) modes of travel-specific equipment,
- Personal expedition equipment, and
- Group expedition equipment.

### ASSESSMENT ACTIVITY LAYOUT

The assessment will be conducted at the expedition centre during daylight hours.

All activities will be conducted IAW A-CR-CCP-930/AG-001.

The two selected modes of travel will be conducted during favourable weather under the following conditions:

- Canoeing assessment will be on flat water.
- Mountain biking assessment will be on familiarization / intermediate mountain bike trails.
- Hiking assessment will be on Class 1-2 hiking terrain.

- Snowshoeing assessment will be along a route.
- Skiing assessment will be along a level 2 route.

**ASSESSMENT ACTIVITY INSTRUCTIONS**

The cadets may be provided assistance (eg, reminders, guided questions).

The assessment tool for 426 PC assesses the cadet's performance in the following areas: general expedition skills, canoeing, mountain biking, hiking, skiing, and snowshoeing.

Only two of the five modes of travel will be assessed. For this reason, 12 skills (Four general expedition skills and four technical skills per mode of travel) will be assessed. The modes of travel not used will not be assessed. Therefore those sections of the assessment checklist will be left blank.

After observing each skill being performed, make the judgment and indicate (with a check mark in the applicable box) on the Assessment Checklist whether the skill was:

- **Incomplete.** Over the course of the expedition, the skill was not attempted and / or not completed once even with assistance;
- **Completed with difficulty.** The skill was completed with some difficulty and / or required significant assistance from the assessor; or
- **Completed without difficulty.** The skill was completed without difficulty or with minimal assistance from the assessor.

Notes of observance may be written for the purpose of providing post-assessment descriptive feedback.

To ensure a safe environment, cadets shall be afforded only two safety-related warnings during the Silver Star Expedition, on the third warning for a similar incident they shall be assessed as incomplete on the PO and a note shall be made in the feedback section. Warnings shall be issued for significant failure to adhere to the safety principles taught in the EOs. When a warning is given, the instructor shall clearly identify what the cadet has done incorrectly, what steps they need to take to correct the error, and what action they should take in the future to avoid the error.

The assessor will be required to observe the cadets in their team during the conduct of the practical expedition activity and use the Assessment Checklist found in this appendix to monitor their performance.

As the PC is ongoing and deals with progressive skill development, the practice of limiting the number of attempts a cadet has to complete the PC does not apply. Attempts, however, are limited based on available time during the expedition training weekend.

Should a cadet's lack of progress be significant enough after multiple opportunities, the processes found in Chapter 3, Annex E, Training Counselling Session, shall be followed.

In the case of inclement weather limiting some aspects of assessment, a RCSU may grant a baseline proficiency based on incomplete observations. However, such circumstances must be recorded in the overall feedback section.

## POST ASSESSMENT INSTRUCTIONS

### RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment as:
   a. **Incomplete.** If any of the 12 assessed skills were incomplete;
   b. **Completed with difficulty.** If one to seven of the 12 assessed skills were completed without difficulty;
   c. **Completed without difficulty.** If eight to eleven of the 12 assessed skills were completed without difficulty; or
   d. **Exceeded standard.**If all 12 assessed skills were completed without difficulty.
2. Sign and date the Assessment Checklist. This should be done by the expedition OC.
3. Forward completed Assessment Checklist to the cadet's home unit.
4. Ensure a copy of the Assessment Checklist is attached to the cadet's training file.
5. The overall result will be recorded on the Gold Star Qualification Record located at Annex C.

### PROVIDING ASSESSMENT FEEDBACK

As this PC is ongoing, feedback should be provided to the cadets on a regular basis to inform them of their progress. This is accomplished through direct / immediate feedback during the practical expedition activity, group debriefings at the end of the training day and one-on-one interviews as required.

Discuss the performance results of each section of the Assessment Checklist and the overall performance results.

| 426 ASSESSMENT RUBRIC<br>TEAM LEADER APPOINTMENT | | | | |
|---|---|---|---|---|
| | | Incomplete | Completed | Completed Without Difficulty |
| Team Leadership Approach | **Practiced Risk Management** | Did not practice Risk Management | Ensured cadets were safe and supervised | Briefed cadets about risks and mitigation and ensured team members followed direction |
| | **Motivated Team Members** | Did not motivate team members | Only motivated periodically and without enthusiasm | Motivated consistently and enthusiastically. Addressing both individuals and the team. |
| | **Trail Etiquette** | Did not practice trail etiquette | Practiced trail etiquette | Used teachable moments to encourage cadets to follow trail etiquette |
| | **Efficient movement on the trail** | Did not encourage efficient movement on the trail | Set an appropriate pace. | Set an appropriate pace. Demonstrated the rest step. |
| | **Conducted an activity debrief** | Did not conduct an activity debrief | Completed a debrief providing little direction to the team | Completed an activity debrief providing direction as to expectations and purpose |
| Navigation | **Identify Location on a Map** | Did not identify location on the map | Identified location on the map with some assistance | Identified location on the map. |
| | **Identify a route leg on a map** | Did not identify a route leg on a map | Identified a route leg on a map | Identified route leg on map and trail features |
| | **Navigate along a route** | Did not navigate along a route | Followed marked trail. | Utilized map, compass and/ or GPS to navigate along a route. |
| Hard Skills Circle appropriate boxes for applicable activities | **Hike** | Did not participate in hiking | Cadet participated in hiking | Cadet was skilled in hiking |
| | **Mountain Bike** | Did not participate in biking | Cadet participated in biking | Cadet was skilled in biking |
| | **Canoe** | Did not participate in canoeing | Cadet participated in canoeing | Cadet was skilled in canoeing |
| | **Snowshoe** | Did not participate in snowshoeing | Cadet participate in snowshoeing | Cadet was skilled in snowshoeing |
| | **Cross Country Ski** | Did not participate in skiing | Cadet participated in skiing | Cadet was skilled in skiing |

426 PC ASSESSMENT CHECKLIST

OVERALL ASSESSMENT

| PO 426 Overall Assessment | | | | | | |
|---|---|---|---|---|---|---|
| **Check One** | **Incomplete** | | **Completed** | | **Completed Without Difficulty** | |
| **Overall Performance** | The cadet has not achieved the performance standard by receiving an 'incomplete" on Navigation. | | Cadet has completed the performance standards and did not receive an incomplete in Navigation. | | Cadet has completed all performance standards without difficulty. | |

The PO 426 Overall Assessment includes the evaluation of the leadership appointment.

**Assessor's feedback:**

(Should include a statement about the participant's potential to lead the Green and Red Star hiking components.)

| | |
|---|---|
| **Assessor's Name:** | **Position:** |
| **Assessor's Signature:** | **Date:** |

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## ANNEX C

## GOLD STAR PROGRAM QUALIFICATION RECORD

Cadet's Name: _____ Corps: _____

| PO No. | Performance Statement | PO Assessment | | | |
|---|---|---|---|---|---|
| | | Incomplete | Completed With Difficulty | Completed Without Difficulty | Exceeded Standard |
| 400 | Participate in *Positive Social Relations for Youth* Training | | | | |
| X01 | Participate in Citizenship Activities | | | | |
| X02 | Perform Community Service | | | | |
| X03 | Act as a Team Leader | | | | |
| X04 | Track Participation in Physical Activities | | | | |
| X05 | Participate in Physical Activities | | | | |
| 406 | Fire the Cadet Air Rifle During Rec. Markmanship | | | | |
| 407 | Serve in an Army Cadet Corps | | | | |
| 408 | Command a Platoon on Parade | | | | |
| 409 | Instruct a Lesson | | | | |
| X20 | Participate in CAF Familiarization Activities | | | | |
| 422 | Follow a Multi-Leg Route Using a Global Positioning System (GPS) Receiver | | | | |
| 424 | Employ Natural Resources in a Survival Situation | | | | |
| 425 | Develop an Expedition Plan | | | | |
| 426 | Perform Expedition Skills | | | | |

| Qualification Achieved | YES | NO | Training Officer<br>Signature: _____ | Date: _____ |
|---|---|---|---|---|

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# ANNEX D

# CADET INTERVIEW GUIDELINES

## GENERAL

The purpose of conducting an interview is to discuss the cadet's expectations, personal goals and learning progress (assessment for learning), and to provide feedback on overall performance.

Meet with the cadet throughout their training to discuss their progress towards achieving the qualification and to revise their action plan.

## PRE-INTERVIEW INSTRUCTIONS

Gather the required resources, such as the Cadet Interview Form (Appendix 1), training schedules, the Assessment of Learning Plan (Chapter 3, Annex B), PC assessment instruments, pen, paper, etc.

Have the cadets review any support materials so they are able to attend the interview prepared to discuss the specific topic areas, as well as their expectations and personal goals.

Schedule interviews to allow approximately 10–15 minutes per cadet.

## CONDUCT OF AN INTERVIEW

Tips for a successful interview:

- Ask questions that will provoke thought; avoid "yes or no" questions.
- Manage time by ensuring the cadet stays on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadet time to respond to your questions.

1. Welcome the cadet.
2. Complete the Cadet Interview Form.
3. Have the cadet sign the Cadet Interview Form.
4. Sign the Cadet Interview Form.

## POST-INTERVIEW INSTRUCTIONS

Place a copy of the Cadet Interview Form in the cadet's training file.

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**ANNEX D, APPENDIX 1**

**CADET INTERVIEW FORM**

| Name: | Rank: | |
|---|---|---|
| Star Level: | Platoon: | Rank: |

***SECTION 1 – INITIAL INTERVIEW***

1. What are your expectations for this star level?
2. Do you have any questions about the training, schedule and / or assessment?
3. What activities are you most excited about?
4. What are your strengths?
5. What are some areas you would like to improve?
6. What personal goals would you like to attain? What steps will you take to achieve those goals?
7. Is there anything we should know to help make your training experience enjoyable (learning needs, allergies, etc.)?

**NOTES**

| Cadet's Signature: | |
|---|---|
| Officer's Signature: | Date: |

| ***SECTION 2 – PERFORMANCE INTERVIEW*** | |
|---|---|
| 1. So far, is this star level meeting your expectations? If not, what can we do to meet those expectations?<br>2. Are there any areas of excitement or concern you would like to highlight?<br>3. How do you feel about your progress? *<br>4. What are some areas you would like to improve?<br>5. What personal goals would you like to establish?<br>* Give the cadet feedback on their progress and their overall performance highlighting any gaps that may exist between their self-assessment and your observations. Points to discuss may include completed and upcoming assessments, attendance, participation, etc. | |
| **ACTION PLAN**<br>Work with the cadet to make an action plan that takes into consideration their goals and the training requirements. The action plan is a mutually agreed upon set of steps that the cadet commits to taking to reach their goals. It should be realistic and achievable and written using positive language. | |
| **NOTES** | |
| Cadet's Signature: | |
| Course Officer's Signature: | Date: |

| ***SECTION 3 – FINAL INTERVIEW*** | |
|---|---|
| 1. How did you enjoy this star level?<br>2. What were some of your likes and dislikes about the training? How could it be improved?<br>3. How can you apply what you have learned inside and outside of cadets?<br>4. What are some new personal goals you want to establish?<br>5. What upcoming training opportunities interest you?<br>* Provide the cadet with a copy of their completed Qualification Record and discuss their learning progress towards course objectives. Where a waiver has been granted, explain to the cadet what this means and what they will be required to do in the following year to meet the current qualification requirements. | |
| **NOTES** | |
| Cadet's Signature: | |
| Course Officer's Signature: | Date: |

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# ANNEX E

# TRAINING COUNSELLING SESSION GUIDELINES

## GENERAL

The purpose of the Training Counselling Session (TCS) is to formally meet with a cadet who is having difficulty achieving and / or maintaining qualification standards and to create an action plan to assist this cadet.

## PRE-COUNSELLING SESSION INSTRUCTIONS

Gather the required resources, such as TCS Form, cadet's training file, pen, paper, etc.

Review the cadet's training file and discuss their performance with other staff members as required.

Complete Section 1 of the TCS Form.

## CONDUCT OF COUNSELLING SESSION

Tips for a successful interview:

- Ask questions that will provoke thought; avoid "yes or no" questions.
- Manage time by ensuring the cadet stays on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadet time to respond to your questions.

1. Welcome the cadet.
2. Complete Sections 2 and 3 of the TCS Form.
3. Have the cadet sign the TCS Form.
4. Sign the TCS Form.

## POST-COUNSELLING SESSION INSTRUCTIONS

The goal of conducting training counselling is to guide a cadet towards success in the Cadet Program. Following the training counselling session the Training Officer shall meet with the CO to discuss the outcome of the session and any further steps required.

The Commanding Officer shall contact the guardian to open the lines of dialogue and include them in the action plan.

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## ANNEX E, APPENDIX 1

## TRAINING COUNSELLING SESSION FORM

| **SECTION 1 – BACKGROUND INFORMATION** | |
|---|---|
| Name: | Rank: |
| Star Level: | Platoon: |
| Circumstances requiring TCS convening: | |
| Overall training progress (eg, seriousness of failure, performance in related POs, any previous difficulty and action taken, performance / behaviour, etc.): | |

**SECTION 2 – SESSION FINDINGS**

1. Inform the cadet they are not achieving and / or maintaining qualification standards and that you are meeting to help them correct the situation.
2. Discuss the following:
   - Circumstances affecting training progress
   - Any previous difficulty and action taken (eg, whether or not help / additional training was provided)
   - Overall performance / behaviour of cadet (eg, attendance, effort, motivation, attitude)

| **SECTION 3 – SESSION RECOMMENDATIONS (ACTION PLAN)** | |
|---|---|
| With the cadet, create an action plan that highlights the actions required for success.<br><br>Brief the cadet on the consequences should no improvement be noticed. | |
| Cadet‘s Signature: | |
| Training Officer’s Signature: | Date: |
| **SECTION 4 – COMMANDING OFFICER REVIEW** | |
| Record any discussion with parents regarding the progress of the cadet. | |
| Commanding Officer’s Signature: | Date: |

# CHAPTER 4

# PERFORMANCE OBJECTIVES AND TRAINING PLAN

## SECTION 1

## PERFORMANCE OBJECTIVES (POS) AND TRAINING PLAN

### PURPOSE

1. The purpose of this chapter is to outline the specific POs associated with the Gold Star qualification.

### PERFORMANCE OBJECTIVES

2. POs are a description of the cadet's ability after training is complete. They include a description, in performance terms, of what the individual must do, the conditions under which the performance must be completed, and the standard to which the performance must conform. These three elements are respectively defined as:

   a. a performance statement;

   b. a conditions statement; and

   c. a standard.

3. This chapter also details the training plan that is designed to assist cadets to achieve the required POs using EOs and Lesson Specifications (LS) that are the key reference used for development of A-CR-CCP-704/PF-001, *Gold Star Instructional Guides*.

### ENABLING OBJECTIVES

4. EOs are a description of the cadet's ability after each unit of learning is complete and constitute a major step towards achieving the PO. EOs may correspond to the major components identified in the first round of deconstructing POs or they may result from grouping several related components. They are composed of three essential parts:

   a. a performance statement;

   b. a conditions statement; and

   c. a standard.

### LESSON SPECIFICATIONS

5. LSs describe the instructional strategy to be applied to each EO, and include:

   a. supporting teaching points;

   b. references;

   c. learning activities (methods, media and environment);

   d. estimated timings;

   e. assessment directions; and

   f. any remarks that further clarify the design intent.

### ASSESSMENT FOR LEARNING

6. Formative evaluation, or assessment for learning, takes place during a phase of instruction and helps cadets and instructors recognize progress or lapses in learning. These assessments can also provide cadets

with opportunities to practice PCs. This helps to diagnose cadet needs, eg, corrective action or remedial instruction, plan the next steps in instruction and provide cadets with feedback they can use to improve. It also reinforces learning so that it can be retained longer. Details for Gold Star assessment for learning are outlined within the applicable lesson specifications located at Chapter 4.

## SECTION 2

### PO 400 – PARTICIPATE IN *POSITIVE SOCIAL RELATIONS FOR YOUTH* TRAINING

1. **Performance**:Participate in *Positive Social Relations for Youth* Training

2. **Conditions**:

   a. Given:

      (1) Supervision, and

      (2) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**:IAW A-CR-CCP-915/PG-001, *Positive Social Relations for Youth Training Facilitator's Package*, the cadet will participate in Module 2—Influencing Positive Social Relations.

4. **Remarks**:Nil.

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## SECTION 3

## PO X01 – PARTICIPATE IN CITIZENSHIP ACTIVITIES

This PO and its associated EOs are located in A-CR-CCP-701/PG-001, *Royal Canadian Army Cadets Green Star Qualification Standard and Plan*.

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## SECTION 4

## PO X02 – PERFORM COMMUNITY SERVICE

This PO and its associated EOs are located in A-CR-CCP-701/PG-001, *Royal Canadian Army Cadets Green Star Qualification Standard and Plan*.

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## SECTION 5

## PO 403 – ACT AS A TEAM LEADER

1. **Performance**:Act as a Team Leader
2. **Conditions**:
   a. Given:
      (1) Supervision, and
      (2) Assistance as required.
   b. Denied: Nil.
   c. Environmental: Any.
3. **Standard**:The cadet will act as a team leader, to include:
   a. striving to meet the needs and expectations of team members;
   b. employing a leadership approach;
   c. motivating team members;
   d. providing feedback to team members;
   e. participating in a mentoring relationship; and
   f. leading a team during a leadership appointment, to include:
      (1) setting a positive example;
      (2) fostering teamwork by contributing to positive team dynamics;
      (3) communicating clearly the task(s) to be accomplished;
      (4) supervising cadets;
      (5) solving problems, as required;
      (6) debriefing the team; and
      (7) reporting to superiors.
4. **Remarks**:Nil.
5. **Complementary Material**:
   a. Complementary material associated with PO 403 is designed to enhance the cadet's ability to act as a team leader, specifically:
      (1) EO C403.01 (Participate in a Leadership Seminar); and
      (2) EO C403.02 (Conduct an Evening Activity During a Field Training Exercise (FTX).
   b. Some complementary training offered in previous levels may be selected as complementary training in Gold Star, specifically:
      (1) EO C303.01 (Lead Team-Building Activities), and
      (2) EO C303.02 (Deliver a Presentation About a Leader).

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**EO M403.01 – DESCRIBE NEEDS AND EXPECTATIONS OF TEAM MEMBERS**

1. **Performance**:Describe Needs and Expectations of Team Members

2. **Conditions**:

   a. Given:

      (1) Supervision, and

      (2) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**:The cadet shall describe:

   a. the needs of team members, and

   b. the expectations that a team member has of a team leader.

4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Describe the needs of team members, to include:<br>a. acceptance of and by other team members,<br>b. acceptance and understanding of leaders,<br>c. approval of leaders, and<br>d. opportunities to try different tasks and roles. | Interactive Lecture | 5 min | C0-115 (pp. 12–13) |
| TP2 | Conduct an activity where cadets describe the expectations that a team member has of a team leader, to include:<br>a. good leadership, to include:<br>1. leading by example;<br>2. putting the needs of the team members first; and<br>3. being sensitive to cultural and gender differences;<br>b. effective communication, to include:<br>1. giving information on what is expected of them;<br>2. explaining changes in situations;<br>3. asking for assistance with tasks; and<br>4. providing concrete examples during explanations; and | In-Class Activity | 10 min | A0-047<br>A0-048<br>A0-131 (pp. 4-8 to 4-14)<br>C0-115 (p. 12, 177-183) |

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| | c. effective supervision, to include:<br>1. operating in a safe environment;<br>2. freedom from over-supervision; and<br>3. recognition of good performance. | | | |
| TP3 | Conduct a group discussion on how a team leader should strive to meet the needs and expectations of team members. | Group Discussion | 10 min | |

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 5 min |
| b. Interactive Lecture: | 5 min |
| c. In-Class Activity: | 10 min |
| d. Group Discussion: | 10 min |
| e. Total: | 30 min |

6. **Substantiation**:

   a. An interactive lecture was chosen for TP 1 to orient the cadets to team members' needs.

   b. An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought and stimulate interest among cadets about expectations that a team member has of a team leader.

   c. A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about how a team leader should strive to meet team members needs and expectations.

7. **References**:

   a. A0-047 A-PA-005-000/AP-004 Canadian Defence Academy–Canadian Forces Leadership Institute. (2005). *Leadership in the CF conceptual foundations*. Ottawa, ON: Department of National Defence.

   b. A0-048 A-PA-005-000/AP-003 Canadian Defence Academy–Canadian Forces Leadership Institute. (2005). *Leadership in the CF doctrine foundations*. Ottawa, ON: Department of National Defence.

   c. A0-131 A-CR-CCP-910/PT-001 Director Cadets 6. (1989). *Training school leadership*. Ottawa, ON: Department of National Defence.

   d. C0-115 ISBN 0-7879-4059-3 van Linden, J. A., & Fertman, C. I. (1998). *Youth leadership*. San Francisco, CA: Jossey-Bass Inc., Publishers.

8. **Training Aids**:Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.

9. **Learning Aids**:Needs and Expectations of Team Members handout.

10. **Test Details**:This EO is assessed IAW Chapter 3, Annex B, 403 PC.

11. **Remarks**:Nil.

**EO M403.02 – SELECT A LEADERSHIP APPROACH**

1. **Performance**:Select a Leadership Approach

2. **Conditions**:

   a. Given:

      (1) Supervision, and

      (2) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**:The cadet shall select a leadership approach during:

   a. a leadership assignment, and

   b. a leadership appointment.

4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Describe transactional and transformational leadership. | Interactive Lecture | 5 min | C0-115 (pp. 8–10)<br>C0-410 |
| TP2 | Describe the outcomes that occur as a result of the team leader focussing on the team members and the goal. | Interactive Lecture | 10 min | C0-413 |
| TP3 | Describe leadership approaches, to include:<br>a. the key aspects of each approach, to include:<br>1. control,<br>2. coach, and<br>3. empower; and<br>b. selecting an approach based on the:<br>1. simplicity of the task,<br>2. safety of the cadets,<br>3. capability of the cadets, and<br>4. motivation of the cadets. | Interactive Lecture | 15 min | |
| TP4 | Conduct an activity where the cadets will explain what leadership approach they would select and why for a given scenario. | In-Class Activity | 20 min | |

5. **Time**:

   a. Introduction / Conclusion: 10 min
   b. In-Class Activity: 20 min
   c. Interactive Lecture: 30 min

d. Total: 60 min

6. **Substantiation**:

   a. An interactive lecture was chosen for TPs 1, 2 and 3 to review, clarify, emphasize and summarize transactional and transformational leadership, the outcomes of a team leader's focus and leadership approaches.

   b. An in-class activity was chosen for TP 4 as it is an interactive way to provoke thought and stimulate interest among cadets.

7. **References**:

   a. C0-115 ISBN 0-7879-4059-3 van Linden, J. A., & Fertman, C. I. (1998). *Youth leadership*. San Francisco, CA: Jossey-Bass Inc., Publishers.

   b. C0-410 The ASPIRA Association. (2009). *Module #5: Defining leadership styles*. Retrieved on February 12, 2009, from http://www.aspira.org/files/documents/youthdev08/U_V_M_5_dls.pdf

   c. C0-413 University of Arkansas, Division of Agriculture, Cooperative Extension Service. (2006). *4-H volunteer leaders' series: The enabler–A leadership style*. Retrieved February 18, 2009, from http://www.uaex.edu/other_areas/publications/PDF/4HCD2.pdf

8. **Training Aids**:

   a. Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area, and

   b. Scenarios.

9. **Learning Aids**: Scenarios.

10. **Test Details**: This EO is assessed IAW Chapter 3, Annex B, 403 PC.

11. **Remarks**: Cadets will select leadership approaches during leadership assignments and leadership appointments throughout the training year.

**EO M403.03 – MOTIVATE TEAM MEMBERS**

1. **Performance**:Motivate Team Members

2. **Conditions**:

   a. Given:

      (1) Supervision, and

      (2) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**:The cadet shall describe how to motivate team members by:

   a. recognizing extrinsic and intrinsic motivation;

   b. encouraging development of knowledge and skills; and

   c. recognizing cadets for the effort they put toward a task.

4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Conduct an in-class activity where the cadets will explain to each other the advantages and disadvantages of extrinsic and intrinsic motivators. | In-Class Activity | 20 min | C0-245 (pp. 30–35)<br>C0-414<br>C0-415 |
| TP2 | Explain why team leaders should encourage intrinsic motivation. | Interactive Lecture | 5 min | C0-401 (pp. 55–58) |
| TP3 | Conduct a group discussion about when and how team leaders motivate team members, to include:<br>a. praising effort and perseverance during a task;<br>b. praising the use of different strategies during a task;<br>c. praising improvement during a task;<br>d. encouraging the development of knowledge and skills;<br>e. praising the completion of a task;<br>f. thanking team members for their endeavours; and<br>g. giving credit for the completion of tasks to the team rather than yourself. | Group Discussion | 25 min | C0-411 |

5. **Time**:

   a. Introduction / Conclusion: 10 min
   b. In-Class Activity: 20 min

| | |
|---|---|
| c. Interactive Lecture: | 5 min |
| d. Group Discussion: | 25 min |
| e. Total: | 60 min |

6. **Substantiation**:

   a. An in-class activity was chosen for TP 1 as it is an interactive way to provoke thought and stimulate interest among cadets about advantages and disadvantages of extrinsic and intrinsic motivators.

   b. An interactive lecture was chosen for TP 2 to orient the cadets to encourage intrinsic motivation.

   c. A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about when and how to motivate team members.

7. **References**:

   a. C0-245 ISBN 1-58062-513-4 Adams, B. (2001). *The everything leadership book*. Avon, MA: Adams Media.

   b. C0-401 ISBN 0-7879-6068-3 Hesselbein, F., & Johnston, R. (2002). *A leader to leader guide: On mission and leadership*. San Francisco, CA: Jossey-Bass Publishing.

   c. C0-411 Dweck, C. S. (2007). The perils and promises of praise. *Education Leadership*, 65(2), 34-39.

   d. C0-414 Bainbridge, C. (2009). About.com: Gifted children. *Extrinsic Motivation*. Retrieved on February 26, 2009, from http://giftedkids.about.com/od/glossary/g/extrinsic.htm

   e. C0-415 Bainbridge, C. (2009). About.com: Gifted children. *Intrinsic Motivation*. Retrieved on February 26, 2009, from http://giftedkids.about.com/od/glossary/g/intrinsic.htm

8. **Training Aids**:Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.

9. **Learning Aids**:Extrinsic and Intrinsic Motivation handout.

10. **Test Details**:This EO is assessed IAW Chapter 3, Annex B, 403 PC.

11. **Remarks**:Nil.

**EO M403.04 – PROVIDE FEEDBACK TO TEAM MEMBERS**

1. **Performance**:Provide Feedback to Team Members
2. **Conditions**:
   a. Given:
      (1) Supervision, and
      (2) Assistance as required.
   b. Denied: Nil.
   c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard**:The cadet shall:
   a. recognize when feedback must be provided; and
   b. provide feedback.
4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Have the cadets brainstorm and prepare a list of times when feedback should be provided. | In-Class Activity | 5 min | C0-258 |
| TP2 | Explain the principles of effective feedback, to include:<br>a. frequent,<br>b. accurate,<br>c. specific, and<br>d. timely. | Interactive Lecture | 10 min | C0-412 (pp. 3–10, pp. 111–113) |
| TP3 | Explain the ground rules for providing feedback, to include:<br>a. focusing on what is observed;<br>b. focusing on behaviour;<br>c. keeping it neutral;<br>d. using it to inform;<br>e. making it supportive; and<br>f. keeping it simple. | Interactive Lecture | 10 min | C0-403 (pp. 11–15, pp. 111–116) |
| TP4 | Explain the steps for providing feedback, to include:<br>a. planning what to say;<br>b. providing examples of behaviours;<br>c. allowing time for feedback;<br>d. motivating; and<br>e. setting a timeline for action and follow-up. | Interactive Lecture | 10 min | C0-404 |

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| | Explain the steps for receiving feedback, to include:<br>a. seeing each feedback session as a learning opportunity;<br>b. actively listening to the sender's ideas;<br>c. asking for more information if the ideas are not understood;<br>d. being honest about how the feedback is affecting one's emotions; and<br>e. remaining open-minded about future learning opportunities. | | | |
| TP5 | Using scenarios, have the cadets practice providing feedback to team members. | In-Class Activity | 15 min | |

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 10 min |
| b. In-Class Activity: | 20 min |
| c. Interactive Lecture: | 30 min |
| d. Total: | 60 min |

6. **Substantiation**:

   a. An in-class activity was chosen for TPs 1 and 5 as an interactive way to provoke thought, and to stimulate an interest among cadets about feedback.

   b. An interactive lecture was chosen for TPs 2–4 to orient the cadets to giving effective feedback.

7. **References**:


   a. C0-258 ISBN 978-1-59869-450-5 Nigro, N. (2008). *The everything coaching and mentoring book*. (2nd ed.). Avon, MA: F+W Publications Company.

   b. C0-403 Peeling, G. (2000). *Feedback techniques: 7 things to know about giving feedback: Trainers Guide*. Cambridgeshire, England: Fenman Limited.

   c. C0-404 Mochal, T. (2006). *Follow these six steps when providing constructive performance feedback*. Retrieved February 5, 2009, from http://articles.techrepublic.com.com/5100-10878_11-6102736.html

   d. C0-412 ISBN 978-0-87425-495-2 Tulgan, B. (1999). *Fast feedback* (2nd ed). Amherst, MA: HRD Press, Inc.


8. **Training Aids**:

   a. Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area, and

   b. Scenarios.

9. **Learning Aids**:

   a. Effective Feedback handout, and

   b. Scenarios.

10. **Test Details**:This EO is assessed IAW Chapter 3, Annex B, 403 PC.

11. **Remarks**:Nil.

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**EO M403.05 – PARTICIPATE IN A MENTORING RELATIONSHIP**

1. **Performance**:Participate in a Mentoring Relationship

2. **Conditions**:

   a. Given:

      (1) Scenario,

      (2) Supervision, and

      (3) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**:The cadet shall participate in a mentoring relationship by:

   a. providing feedback and coaching to junior cadets; and

   b. receiving feedback and coaching from senior cadets or staff.

4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Review the mentoring relationship, to include:<br>a. recognizing the purpose of a mentoring relationship;<br>b. identifying the benefits of participating in a mentoring relationship;<br>c. contributing to a mentoring match;<br>d. being open to new things;<br>e. being responsive to suggestions and constructive criticism;<br>f. providing feedback to the mentor;<br>g. learning from the mentor's example;<br>h. participating in mentoring activities; and<br>i. appreciating the mentoring relationship. | Interactive Lecture | 5 min | C0-258 (pp. 15–21, 37–48, 70–73) |
| TP2 | Discuss the difference between formal and informal mentoring. | Group Discussion | 5 min | C0-258 (p. 20, p. 64, pp. 78–79, 174–178, 182–187)<br>C0-405 (pp. 9–18, 59–87) |

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP3 | Describe the steps of a formal mentoring session, to include:<br>a. getting acquainted;<br>b. setting goals;<br>c. meeting goals and expectations; and<br>d. concluding the mentoring session. | Interactive Lecture | 10 min | C0-258 (pp. 260–265) |
| TP4 | Demonstrate and explain a mentoring session, to include:<br>a. keeping the mentoring relationship professional;<br>b. keeping the conversation during the mentoring session in confidence; and<br>c. using the ground rules for feedback during a mentoring session. | Demonstration | 10 min | C0-258 (pp. 260–265)<br>C0-324 (pp. 21–26, p. 31, p. 32) |
| TP5 | Have the cadets role-play a mentoring session based on two given scenarios. Cadets will role-play the mentor in one scenario, and the cadet being mentored in another scenario. | Role-Play | 20 min | C0-258 (pp. 260–265)<br>C0-324 (pp. 21–26, p. 31, p. 32) |

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 10 min |
| b. Interactive Lecture: | 15 min |
| c. Group Discussion: | 5 min |
| d. Demonstration: | 10 min |
| e. Role-Play: | 20 min |
| f. Total: | 60 min |

6. **Substantiation**:

a. An interactive lecture was chosen for TPs 1 and 3 to review the mentoring relationship and to orient the cadets to the steps in a mentoring session.

b. A group discussion was chosen for TP 2 as it allows the cadets to interact with their peers and share knowledge, experiences, opinions and feeling about formal and informal mentoring.

c. A demonstration was chosen for TP 4 as it allows the instructor to explain and demonstrate a mentoring session.

d. A role-play was chosen for TP 5 as it provides the cadets an opportunity to view and then conduct a mentoring session under supervision.

7. **References**:

   a. C0-258 ISBN 978-1-59869-450-5 Nigro, N. (2008). *The everything coaching and mentoring book*. (2nd ed.). Avon, MA: F+W Publications Company.

   b. C0-324 Taylor, J. S. (2003). *Training new mentees: A manual for preparing youth in mentoring programs*. USA: The National Mentoring Center.

   c. C0-405 ISBN 0-7879-6294-5 Rhodes, J. (2002). *New directions for youth development: A critical view of youth mentoring*. New York, NY: Jossey-Bass.

8. **Training Aids**:

   a. Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area, and

   b. Scenarios.

9. **Learning Aids**:Scenarios.

10. **Test Details**:Nil.

11. **Remarks**:Cadets will have opportunities to participate in formal and informal mentoring relationships through the training year. A cadet in Gold Star is in a position to both mentor a subordinate cadet and be mentored by a more senior cadet and / or adult staff member.

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**EO M403.06 – ACT AS A TEAM LEADER DURING A LEADERSHIP APPOINTMENT**

1. **Performance**:Act as a Team Leader During a Leadership Appointment

2. **Conditions**:

   a. Given:

      (1) Supervision, and

      (2) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**:The cadet shall act as a team leader during a leadership appointment by:

   a. preparing for the leadership appointment;

   b. carrying out the tasks associated with the leadership appointment;

   c. giving feedback to the team; and

   d. meeting with the activity manager to discuss the outcomes of the leadership appointment.

4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Describe a leadership assignment and a leadership appointment. | Interactive Lecture | 5 min | |
| TP2 | Describe the leadership appointments that may be assigned at the corps. | Interactive Lecture | 5 min | |
| TP3 | Describe how to conduct the leadership appointment, to include:<br>a. preparing for the leadership appointment, to include:<br>1. ensuring the required resources are available;<br>2. completing a time appreciation; and<br>3. making a plan;<br>b. briefing the team members during the leadership appointment, to include:<br>1. communicating the overall plan;<br>2. communicating the tasks involved in the leadership appointment;<br>3. assigning tasks to team members as applicable; and<br>4. ensuring the team members understand their tasks; | Interactive Lecture | 15 min | C0-114 (p. 16, p. 36, p. 99)<br>C0-243<br>C0-245 (pp. 70–71)<br>C0-247 (pp. 133–136)<br>C0-248 (p. 20, p. 21)<br>C0-253 (p. 24)<br>C0-254 (p. 34, p. 35)<br>C0-255 (pp. 86–89)<br>C0-256 (p. 54, p. 55) |

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| | c. carrying out the tasks associated with the leadership appointment, to include:<br>1. supervising team members;<br>2. ensuring the tasks within the appointment are progressing according to the time allotted;<br>3. providing feedback to the team members throughout the appointment; and<br>4. modifying the plan as required;<br>d. providing feedback to the team members upon conclusion of the leadership appointment; and<br>e. meeting with the activity manager to discuss the outcomes of the leadership appointment. | | | |

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 5 min |
| b. Interactive Lecture: | 25 min |
| c. Total: | 30 min |

6. **Substantiation**:An interactive lecture was chosen for this lesson to orient the cadets to the leadership appointment.

7. **References**:


a. C0-114 ISBN 0-02-863656-2 Pell, A. R. (1999). *The complete idiot's guide to team building*. Indianapolis, IN: Alpha Books.

b. C0-243 Clark, D. (2007). *After action reviews*. Retrieved February 21, 2008, from http://www.nwlink.com/~donclark/leader/leadaar.html

c. C0-243 Clark, D. (2007). *Leadership & direction*. Retrieved February 21, 2008, from http://www.nwlink.com/~donclark/leader/leaddir.html

d. C0-245 ISBN 1-58062-513-4 Adams, B. (2001). *The everything leadership book*. Avon, MA: Adams Media.

e. C0-247 ISBN 0-14-024272-4 Rosen, R. H., & Brown, P. B. (1997). *Leading people*. New York, NY: Penguin Books.

f. C0-248 ISBN 0-7894-4862-9 Heller, R. (1999). *Learning to lead*. New York, NY: DK Publishing, Inc.

g. C0-253 ISBN 0-7894-8006-9 Bruce, A., & Langdon, K. (2001). *Do it now!* New York, NY: DK Publishing, Inc.

h. C0-254 ISBN 0-7894-3244-7 Heller, R. (1998). *Communicate clearly*. New York, NY: DK Publishing, Inc.

i. C0-255 ISBN 0-7645-5408-5 Brounstein, M. (2002). *Managing teams for dummies*. Indianapolis, IN: Wiley Publishing, Inc.

j. C0-256 ISBN 0-7894-4863-7 Heller, R. (1999). *Achieving excellence*. New York, NY: DK Publishing, Inc.

8. **Training Aids**:Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.

9. **Learning Aids**:Leadership Appointment Aide-Memoire.

10. **Test Details**:This EO is assessed IAW Chapter 3, Annex B, 403 PC.

11. **Remarks**:Acquire the list of leadership appointments developed by the Training Officer before instructing this lesson.

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## EO C403.01 – PARTICIPATE IN A LEADERSHIP SEMINAR

1. **Performance**:Participate in a Leadership Seminar

2. **Conditions**:

   a. Given:

      (1) Supervision, and

      (2) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**:The cadet shall participate in a leadership seminar.

4. **Teaching Points**:Have the cadets participate in a leadership seminar on one or more of the following topics:

   a. problem solving,

   b. time management,

   c. communication, and

   d. supervision.

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 10 min |
| b. Seminar: | 80 min |
| c. Subtotal (3 periods): | 90 min |
| d. Total: | 360 min |

6. **Substantiation**:A seminar method was chosen for this lesson to stimulate active participation in a tutorial setting and to allow cadets to practice reflective thinking skills. Seminars assist cadets in developing new and imaginative interpretations of leadership topics being explored. Seminars are an interactive way to exchange information on techniques and approaches to the leadership subjects being researched and discussed.

7. **References**:

   a. C0-022 ISBN 0-02864-207-4 Cole, Kris (2002). *The complete idiot's guide to clear communication*. Indianapolis, IN: Alpha Books.

   b. C0-115 ISBN 0-7879-4059-3 van Linden, J. A., & Fertman, C. I. (1998). *Youth leadership*. San Francisco, CA: Jossey-Bass Inc., Publishers.

   c. C0-425 Shurdington Scouts Resource. (1999). *NASA exercise: Survival on the moon*. Retrieved April 14, 2009, from http://www.shurdington.org/Downloads/NASA%20Exercise.pdf

   d. C0-477 Mindtools: Essential skills for an excellent career. (2009). *Stepladder technique: Making better group decisions*. Retrieved April 14, 2009, from http://www.mindtools.com/pages/article/newTED_89.htm

   e. C0-477 Mindtools: Essential skills for an excellent career. (2009). *Six thinking hats*. Retrieved April 14, 2009, from http://www.mindtools.com/pages/article/newTED_07.htm

f. C0-477 Mindtools: Essential skills for an excellent career. (2009). *Why do we procrastinate*. Retrieved March 30, 2009, from http://www.mindtools.com/pages/article/newHTE_96.htm

g. C0-477 Mindtools: Essential skills for an excellent career. (2009). *Preparing a to-do list*. Retrieved March 30, 2009, from http://www.mindtools.com/pages/article/newHTE_05.htm

h. C0-477 Mindtools: Essential skills for an excellent career. (2009). *Simple prioritization*. Retrieved March 30, 2009, from http://www.mindtools.com/pages/article/newHTE_92.htm

i. C0- 479 PedagoNet: Brainteasers. (2009). *Problem solving: Do you have the answer?* Retrieved April 15, 2009, from http://www.pedagonet.com/brain/brainers.html

j. C0-480 Discovery Education. (2009). *Brain boosters*. Retrieved April 15, 2009, from http://school.discoveryeducation.com/brainboosters/

k. C0-481 Total success: A different type of training. (2009). *Time management: Manage yourself, not your time*. Retrieved March 31, 2009, from, http://www.tsuccess.dircon.co.uk/timemanagementtips.htm

l. C0-482 About.com: Small Business: Canada. (2009). *11 Time management tips*. Retrieved March 30, 2009, from, http://sbinfocanada.about.com/cs/timemanagement/a/timemgttips.htm

m. C0-483 College Board: Inspiring Minds (2009). *Time management tips for high school students*. Retrieved March 31, 2009, from, http://www.collegeboard.com/student/plan,college-success/116.html

n. C0-487 Department for Community Development, Government of Western Australia. (2008). *Supervision of children*. Retrieved April 1, 2009, from http://www.pscwa.org.au/documents/DCDGUIOSHCFactSheetSupervisionofChildren.pdf

8. **Training Aids**:Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.

9. **Learning Aids**:

   a. Scenarios, and

   b. Handouts for the seminar selected.

10. **Test Details**:Nil.

11. **Remarks**:This EO may be conducted as many as four times during Gold Star training.

**EO C403.02 – CONDUCT AN EVENING ACTIVITY DURING A FIELD TRAINING EXERCISE (FTX)**

1. **Performance**:Conduct an Evening Activity During a Field Training Exercise (FTX)

2. **Conditions**:

   a. Given:

      (1) Activity equipment as required, and

      (2) Supervision.

   b. Denied: Assistance.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**:The cadet, as a member of a group, shall conduct an evening activity during an FTX.

4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Discuss selecting evening activities by considering:<br>a. the goal,<br>b. the participants,<br>c. resources,<br>d. time available,<br>e. space available, and<br>f. weather. | Group Discussion | 5 min | C2-100 (pp. 22–25)<br>C2-151 (pp. 88–89, pp. 50–51) |
| TP2 | Discuss the format of an evening activity, to include:<br>a. set-up;<br>b. introduction;<br>c. conduct of the activity;<br>d. debriefing; and<br>e. tear down. | Interactive Lecture | 5 min | C0-114 (p. 36, p. 99)<br>C0-245 (p. 70–71)<br>C0-254 (p. 34–35)<br>C2-100 (pp. 20–34) |
| TP3 | Have the cadets, as members of a group, prepare an evening activity to be conducted during an FTX by:<br>a. selecting an activity;<br>b. identifying resources required; and<br>c. assigning tasks to team members.<br>Note: A selection of evening activities are provided in the instructional guide for this EO. | In-Class Activity | 15 min | |

5. **Time**:

   a. Introduction / Conclusion: 5 min

| | |
|---|---|
| b. Group Discussion: | 5 min |
| c. Interactive Lecture: | 5 min |
| d. In-Class Activity: | 15 min |
| e. Total: | 30 min |

6. **Substantiation**:

   a. A group discussion was chosen for TP 1 as it allows the cadets to interact with their peers and share their knowledge and opinions about selecting evening activities to conduct during an FTX. Sharing in the discussion encourages the cadets to examine their own thoughts and feelings and may prompt them to re-examine their previously held ideas. Participating in a group discussion improves the cadets' listening skills and team development.

   b. An interactive lecture was chosen for TP 2 to orient the cadets to the format of an evening activity.

   c. An in-class activity was chosen for TP 3 as it is an interactive way to provoke thought and stimulate interest among the cadets about conducting an evening activity during an FTX.

7. **References**:

   a. C0-114 ISBN 0-02-863656-2 Pell, A. R. (1999). *The complete idiot's guide to team building*. Indianapolis, IN: Alpha Books.

   b. C0-245 ISBN 1-58062-513-4 Adams, B. (2001). *The everything leadership book*. Avon, MA: Adams Media.

   c. C0-254 ISBN 0-7894-3244-7 Heller, R. (1998). *Communicate clearly*. New York, NY: DK Publishing, Inc.

   d. C2-100 ISBN 0-7872-0107-3 Project Adventure, Inc. (1995). *Youth leadership in action: A guide to cooperative games and group activities written by and for youth leaders*. Dubuque, IO: Kendall / Hunt Publishing Company.

   e. C2-151 ISBN 0-7360-4709-3 Gilbertson, K., Bates, T., McLaughlin, T., & Ewert, A. (2006). *Outdoor education: Methods and strategies*. Windsor, ON: Human Kinetics.

8. **Training Aids**:

   a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,

   b. Activity equipment as required, and

   c. Evening Activities handout.

9. **Learning Aids**:

   a. Activity equipment as required, and

   b. Evening Activities handout.

10. **Test Details**:Nil.

11. **Remarks**:Evening activities shall be conducted by the Gold Star cadets (as one group), during an FTX.

## SECTION 6

## PO X04 – TRACK PARTICIPATION IN PHYSICAL ACTIVITIES

This PO and its associated EOs are located in A-CR-CCP-701/PG-001, *Royal Canadian Army Cadets Green Star Qualification Standard and Plan*.

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## SECTION 7

## PO X05– PARTICIPATE IN PHYSICAL ACTIVITIES

This PO and its associated EOs are located in A-CR-CCP-701/PG-001, *Royal Canadian Army Cadets Green Star Qualification Standard and Plan*.

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## SECTION 8

## PO 406 – FIRE THE CADET AIR RIFLE DURING RECREATIONAL MARKSMANSHIP

1. **Performance**:Fire the Cadet Air Rifle During Recreational Marksmanship

2. **Conditions**:

   a. Given:

      (1) Cadet air rifle,

      (2) Cadet air rifle sling,

      (3) Air rifle pellets,

      (4) Target frame,

      (5) Suitable target,

      (6) Shooting mat,

      (7) Safety glasses / goggles,

      (8) Supervision, and

      (9) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Air rifle range constructed IAW Chapter 1, Section 8 of A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

3. **Standard**:IAW A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*, the cadet will fire the cadet air rifle during recreational marksmanship by:

   a. carrying out safety precautions;

   b. applying basic marksmanship techniques; and

   c. following the rules and commands given on a range.

4. **Remarks**:All range practices must be conducted by a Range Safety Officer (Air Rifle) (RSO AR).

5. **Complementary Material**:

   a. Complementary material associated with PO 406 is designed to provide opportunities for cadets to act as a range assistant, specifically:

      (1) EO C406.01 (Assist the Range Safety Officer), and

      (2) EO C406.02 (Score Air Rifle Marksmanship Targets).

   b. Some complementary training offered in previous star levels may be selected as complementary training in the Gold Star Program, specifically:

      (1) EO C306.01 (Identify Civilian Marksmanship Organizations),

      (2) EO C306.02 (Correct Marksmanship Error),

      (3) EO C306.03 (Adopt the Standing Position With the Cadet Air Rifle), and

      (4) EO C106.01 (Participate in a Recreational Marksmanship Activity).

c. When selecting complementary material from previous star levels, training staff shall review the applicable performance objective, lesson specification, and instructional guide.

d. Corps choosing EO C306.03 (Adopt the Standing Position With the Cadet Air Rifle) in either the Silver Star or Gold Star Programs may follow this training with EO C106.01 (Participate in a Recreational Air Rifle Marksmanship Activity) from the standing position.

e. Corps choosing to instruct EO C406.01 (Perform the Duties of a Range Assistant) should allow cadets to fill roles on the range during air rifle marksmanship practices.

**EO M406.01 – PARTICIPATE IN A RECREATIONAL MARKSMANSHIP ACTIVITY**

1. **Performance**:Participate in a Recreational Marksmanship Activity

2. **Conditions**:

   a. Given:

      (1) Cadet air rifle,

      (2) Cadet air rifle sling,

      (3) Air rifle pellets,

      (4) Target frame,

      (5) Target,

      (6) Shooting mat,

      (7) Safety glasses / goggles,

      (8) Supervision, and

      (9) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Air rifle range constructed IAW Part 1, Section 8 of A-CR-CCP-177/PT-001.

3. **Standard**:The cadet shall participate in a recreational marksmanship activity.

4. **Teaching Points**:

   a. Conduct a range briefing, to include:

      (1) explaining pertinent sections of range standing orders;

      (2) reviewing general rules observed on all ranges;

      (3) reviewing commands used on an air rifle range;

      (4) describing the layout of the range; and

      (5) reviewing hand-washing procedures on completion of firing.

   b. Supervise the cadet's participation in a recreational marksmanship activity, choosing from the following categories:

      (1) classification,

      (2) fun activities,

      (3) timed activities, and

      (4) competitive team / individual activities.

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 10 min |
| b. Practical Activity: | 80 min |
| c. Total: | 90 min |

6. **Substantiation**:A practical activity was chosen for this lesson as it is an interactive way to allow the cadets to experience recreational marksmanship in a safe and controlled environment. This activity contributes to the development of marksmanship skills and knowledge in a fun and challenging setting.

7. **References**:

   a. A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Canadian cadet movement: Cadet marksmanship program reference manual*. Ottawa, ON: Department of National Defence.

   b. A0-041 CATO 14-41 Director Cadets 4. (2007). *Marksmanship, rifles and ammunition*. Ottawa ON: Department of National Defence.

8. **Training Aids**:

   a. Cadet air rifle,

   b. Cadet air rifle sling,

   c. Air rifle pellets,

   d. Target frame,

   e. Target,

   f. Shooting mat,

   g. Safety glasses / goggles,

   h. Stopwatch, and

   i. Pen / pencil.

9. **Learning Aids**:

   a. Cadet air rifle,

   b. Cadet air rifle sling,

   c. Air rifle pellets,

   d. Target frame,

   e. Target,

   f. Shooting mat, and

   g. Safety glasses / goggles.

10. **Test Details**:Nil.

11. **Remarks**:

   a. Hand-washing stations must be available for cleanup after the activity is completed.

   b. Cadets may fire in the standing position if they have previously received the training during C306.03 (Adopt the Standing Position With the Cadet Air Rifle).

   c. Corps choosing to instruct EO C406.01 (Assist the Range Safety Officer) should allow cadets to fill these roles during air rifle marksmanship activities.

   d. This activity provides opportunities for cadets to complete a leadership assignment as outlined in PO 403 (Act as a Team Leader).

**EO C406.01 – ASSIST THE RANGE SAFETY OFFICER (RSO)**

1. **Performance**:Assist the Range Safety Officer (RSO)

2. **Conditions**:

   a. Given:

      (1) Supervision, and

      (2) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Air rifle range constructed IAW Chapter 1, Section 8 of A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

3. **Standard**:The cadet shall assist the RSO, to include:

   a. setting up and dismantling an air rifle range;

   b. acting as the pellet controller;

   c. acting as a range sentry;

   d. acting as a firing point assistant; and

   e. scoring targets.

4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Discuss ways to assist the RSO, to include:<br>a. setting up an air rifle range, to include:<br>1. posting warning signals;<br>2. setting up equipment at the backstop;<br>3. indicating firing lanes;<br>4. placing equipment at the firing point;<br>5. placing equipment behind the firing point; and<br>6. placing the cadet air rifle at the firing point; and<br>b. dismantling an air rifle range, to include:<br>1. storing the cadet air rifle;<br>2. storing the equipment behind the firing point;<br>3. storing the equipment at the firing point;<br>4. cleaning the backstop area;<br>5. cleaning the firing lanes; and<br>6. removing the warning signals; | Group Discussion | 25 min | A0-027 (pp. 1-9-1 to 1-8-3, pp. 4-4-14 to 4-4-16)<br>A0-041 (pp. E1-1/8 to E1-8/8) |

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| | c. controlling pellets, to include:<br>1. maintaining possession of the pellets at all times;<br>2. distributing pellets;<br>3. disposing of pellets;<br>4. recording the number of pellets used during the activity; and<br>5. recording the number of pellets used for each rifle;<br>d. performing the role of a range sentry, to include:<br>1. restricting access to the range during firing;<br>2. controlling range warning signals; and<br>3. notifying the RSO of safety concerns inside / outside the range area;<br>a. assisting on the firing point, to include:<br>1. supervising firers responding to range commands;<br>2. assisting firers as necessary;<br>3. correcting errors; and<br>4. notifying the RSO of safety concerns; and<br>b. scoring targets. | | | |

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 5 min |
| b. Group Discussion: | 25 min |
| c. Total: | 30 min |

6. **Substantiation**:A group discussion was chosen for this lesson as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about assisting the RSO. Sharing in the discussion encourages the cadets to examine their own thoughts and feelings and may prompt them to re-examine their previously held ideas. Participating in a group discussion improves the cadets' listening skills and team development.

7. **References**:

a. A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Cadet marksmanship program: Reference manual*. Ottawa, ON: Department of National Defence.

b. A0-041 CATO 14-41 Director Cadets 4. (2009). *Authorized rifle training*. Ottawa, ON: Department of National Defence.

8. **Training Aids**:Nil.

9. **Learning Aids**:Assist the RSO handout.

10. **Test Details**:Nil.

11. **Remarks**:Cadets will assist the RSO during marksmanship activities, specifically EO M406.01 (Participate in a Recreational Marksmanship Activity) and EO C106.01 (Participate in a Recreational Marksmanship Activity).

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**EO C406.02 – SCORE AIR RIFLE MARKSMANSHIP TARGETS**

1. **Performance**:Score Air Rifle Marksmanship Targets

2. **Conditions**:

   a. Given:

      (1) Exercise targets,

      (2) Air rifle grouping template,

      (3) .177 scoring magnifier,

      (4) Supervision, and

      (5) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**:The cadet shall score air rifle marksmanship targets, to include:

   a. grouping targets, and

   b. competition targets.

4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Describe air rifle marksmanship targets, to include:<br>a. CCM air rifle grouping targets,<br>b. CCM competition targets, and<br>c. non-standard targets. | Interactive Lecture | 5 min | A0-027 (p. 1-9-1) |
| TP2 | Explain, demonstrate and have the cadets score the CCM Air Rifle Grouping Target by:<br>a. determining there are five shots in the grouping;<br>b. aligning the air rifle grouping template over the five-shot grouping so that all shots are within a scoring ring;<br>c. determining if the grouping will fit within the next smallest ring without touching the scoring ring;<br>d. repeating as required until the grouping will not fit within the next smallest scoring ring without touching the scoring ring;<br>e. recording the grouping size on the target; and<br>f. determining the classification category. | Demonstration and Performance | 10 min | A0-027 (pp. 1-9-1 to 1-9-2) |

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP3 | Explain, demonstrate and have the cadets score the CCM Competition Target by:<br>a. determining the score on each diagram by:<br>1. determining the value by inspecting with the naked eye; and<br>2. determining the value using the .177-scoring magnifier by:<br>(a) aligning a scoring magnifier over the pellet hole;<br>(b) awarding the higher value where a shot touches a scoring ring or breaks a scoring ring; and<br>(c) awarding the lower value where a gap exists between the shot and a scoring ring;<br>b. calculating any penalties; and<br>c. recording the score on the target.<br>Note: If scoring plugs and templates are required to determine a value, they shall be used under the supervision of an Air Rifle Marksmanship Instructor / Air Rifle Range Safety Officer. | Demonstration and Performance | 10 min | A0-027 (pp. 1-9-2 to 1-9-4) |

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 5 min |
| b. Interactive Lecture: | 5 min |
| c. Demonstration and Performance: | 20 min |
| d. Total: | 30 min |

6. **Substantiation**:

   a. An interactive lecture was chosen for TP 1 to orient the cadets to the targets used during air rifle marksmanship activities and to generate interest.

   b. A demonstration and performance was chosen for TPs 2 and 3 as it allows the instructor to explain and demonstrate scoring grouping and competition targets while providing an opportunity for the cadets to practice under supervision.

7. **References**:A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Cadet marksmanship program: Reference manual*. Ottawa, ON: Department of National Defence.

8. **Training Aids**:

   a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for classroom / training area,

   b. Exercise targets,

   c. Air rifle grouping template, and

   d. .177 scoring magnifier.

9. **Learning Aids**:
    a. Exercise targets,
    b. Air rifle grouping template,
    c. .177 scoring magnifier, and
    d. Pencil.
10. **Test Details**:Nil.
11. **Remarks**:Nil.

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## SECTION 9

## PO 407 – SERVE IN AN ARMY CADET CORPS

1. **Performance**:Serve in an Army Cadet Corps

2. **Conditions**:

   a. Given:

      (1) Supervision, and

      (2) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**:The cadet will serve in an army cadet corps, to include:

   a. participating in Gold Star training; and

   b. exploring year four CSTC training opportunities.

4. **Remarks**:

   a. EO M407.01 (Identify Gold Star Training Opportunities) shall be conducted at the beginning of the training year.

   b. EO M407.02 (Identify Year Four CSTC Training Opportunities) shall be conducted prior to the CSTC application deadline.

5. **Complementary Material**:

   a. Complementary material associated with PO 407 is designed to enhance the cadet's knowledge of serving in an army cadet corps through EO C407.01 (Prepare for a Merit Review Board).

   b. Some complementary training offered in previous star levels may be conducted as complementary training in Gold Star, specifically:

      (1) EO C307.01 (Participate in a Presentation Given by a Guest Speaker From the Regional Cadet Support Unit [RCSU]),

      (2) EO C307.02 (Participate in a Presentation Given by the Cadet Liaison Officer), and

      (3) EO C307.03 (Participate in a Presentation Given by a Guest Speaker From the Army Cadet League of Canada).

   c. When selecting complementary training from previous star levels, training staff will review the applicable performance objective and lesson specification.

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**EO M407.01 – IDENTIFY GOLD STAR TRAINING OPPORTUNITIES**

1. **Performance**:Identify Gold Star Training Opportunities
2. **Conditions**:
   a. Given:
      (1) Handout of Gold Star performance objectives (POs) and enabling objectives (EOs),
      (2) Supervision, and
      (3) Assistance as required.
   b. Denied: Nil.
   c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard**:The cadet shall:
   a. identify Gold Star mandatory training, to include:
      (1) common training, and
      (2) army elemental training;
   b. identify Gold Star complementary training; and
   c. discuss leadership appointment opportunities.
4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Identify Gold Star mandatory training opportunities, to include:<br>a. training common to the sea, army, and air elements of the CCO, to include:<br>1. citizenship,<br>2. community service,<br>3. leadership,<br>4. personal fitness and healthy living,<br>5. recreational sports,<br>6. air rifle marksmanship,<br>7. general cadet knowledge,<br>8. drill,<br>9. instructional techniques, and<br>10. biathlon;<br>b. army elemental training, to include:<br>1. Canadian Forces (CF) familiarization,<br>2. navigation,<br>3. wilderness survival, | Interactive Lecture | 5 min | A0-096<br>A2-077 |

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| | 4. outdoor leadership, and<br>5. expedition; and<br>c. the Gold Star assessment plan. | | | |
| TP2 | Identify Gold Star complementary training opportunities. | Interactive Lecture | 5 min | See Remark para. 11.a. |
| TP3 | Discuss leadership appointment opportunities at the corps. | Group Discussion | 5 min | |
| TP4 | Review the goals of a Full Value Contract (FVC), to include:<br>a. be here;<br>b. be safe;<br>c. set goals;<br>d. be honest; and<br>e. let go and move on. | Interactive Lecture | 10 min | C2-038 (pp. 67–78) |

5. **Time**:

a. Introduction / Conclusion: 5 min
b. Interactive Lecture: 20 min
c. Group Discussion: 5 min
d. Total: 30 min

6. **Substantiation**:

a. An interactive lecture was chosen for TPs 1, 2 and 4 to orient the cadets to and generate interest in Gold Star training opportunities.

b. A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about opportunities for leadership appointments at the corps. Sharing in the discussion encourages the cadets to examine their own thoughts and feelings and may prompt them to re-examine their previously held ideas. Participating in a group discussion improves the cadets' listening skills and team development.

7. **References**:

a. A0-096 CATO 11-04 Director Cadets 3. (2007). *Cadet program outline*. Ottawa, ON: Department of National Defence.

b. A2-077 CATO 40-01 Director Cadets 4. (2008). *Army cadet program outline*. Ottawa, ON: Department of National Defence.

c. C2-038 ISBN 0-7872-2459-6 Henton, M. (2006). *Adventure in the classroom: Using adventure to strengthen learning and build a community of life-long learners*. Dubuque, IA: Kendall Hunt Publishing.

8. **Training Aids**:

    a. Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area,

    b. Handouts of the POs and EOs for Gold Star training, and

    c. Tape.

9. **Learning Aids**:Handouts of the POs and EOs for Gold Star training.

10. **Test Details**:Nil.

11. **Remarks**:

    a. For Gold Star complementary training opportunities in TP 2, refer to the corps' annual training plan.

    b. This EO should be scheduled as early as possible in the training year. See the sample schedule located at Chapter 2, Annex C.

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**EO M407.02 – IDENTIFY YEAR FOUR CADET SUMMER TRAINING CENTRE (CSTC) TRAINING OPPORTUNITIES**

1. **Performance**:Identify Year Four Cadet Summer Training Centre (CSTC) Training Opportunities

2. **Conditions**:

   a. Given:

      (1) Supervision, and

      (2) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**:The cadet shall identify year four CSTC training opportunities, to include:

   a. areas of interest,

   b. courses within each area of interest,

   c. prerequisites for the courses within each area of interest,

   d. staff cadet employment, and

   e. the selection process for year four CSTC training opportunities.

4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Review the specialty areas for year four CSTC training, to include:<br>a. ceremonial leadership,<br>b. expedition leadership,<br>c. fullbore marksmanship,<br>d. air rifle marksmanship,<br>e. fitness and sports,<br>f. military band, and<br>g. pipe band. | Group Discussion | 5 min | A0-033<br>A0-096<br>A2-077 |
| TP2 | Describe year four CSTC courses, to include:<br>a. common courses, to include:<br>1. Air Rifle Marksmanship Instructor,<br>2. Fitness and Sports Instructor,<br>3. Military Band–Intermediate Musician and Advanced Musician, and<br>4. Pipe Band–Intermediate Musician and Advanced Musician; and | Interactive Lecture | 15 min | A0-033<br>A0-096<br>A2-077 |

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| | b. army elemental courses, to include:<br>1. Drill and Ceremonial Instructor,<br>2. Expedition Instructor,<br>3. Leadership and Challenge, and<br>4. Fullbore Marksman Phase II. | | | |
| TP3 | Describe staff cadet employment opportunities. | Interactive Lecture | 5 min | A0-128 |

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 5 min |
| b. Group Discussion: | 5 min |
| c. Interactive Lecture: | 20 min |
| d. Total: | 30 min |

6. **Substantiation**:

   a. A group discussion was chosen for TP 1 as it allows the cadets to interact with their peers and share their experiences, opinions, and feelings about year four CSTC training opportunities. Sharing in the discussion encourages the cadets to examine their own thoughts and feelings and may prompt them to re-examine their previously held ideas. Participating in a group discussion improves the cadets' listening skills and team development.

   b. An interactive lecture was chosen for TPs 2 and 3 to orient the cadets to the selection process for year four CSTC training opportunities and to generate interest.

7. **References**:

   a. A0-033 CATO 14-21 Director Cadets 3. (2004). *Music training and education with the Canadian Cadet Organizations*. Ottawa, ON: Department of National Defence.

   b. A0-096 CATO 11-04 Director Cadets 3. (2007). *Cadet program outline*. Ottawa, ON: Department of National Defence.

   c. A0-128 CATO 13-28 Director Cadets 2. (2006). *Advanced training–Staff cadets*. Ottawa, ON: Department of National Defence.

   d. A2-077 CATO 40-01 Director Cadets 4. (2008). *Army cadet program outline*. Ottawa, ON: Department of National Defence.

8. **Training Aids**:Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.

9. **Learning Aids**:Nil.

10. **Test Details**:Nil.

11. **Remarks**:

   a. This EO shall be conducted before the summer training application deadline.

   b. It is recommended that the summer training application forms be completed during a training session after this EO has been conducted.

**EO M407.03 – IDENTIFY THE STRUCTURE OF A CADET CORPS**

1. **Performance**:Identify the Structure of a Cadet Corps

2. **Conditions**:

   a. Given:

      (1) Supervision, and

      (2) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**:The cadet shall identify the structure of a cadet corps, to include:

   a. functional organization,

   b. training organization, and

   c. duty organization.

4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Identify the functional organization of a cadet corps, to include:<br>a. Regimental Sergeant Major,<br>b. Company Sergeant Major,<br>c. Platoon Warrant Officer,<br>d. Drum Major,<br>e. Flag Party Commander,<br>f. Training Assistant,<br>g. Supply Assistant, and<br>h. Administration Assistant. | Interactive Lecture | 15 min | A2-089 |
| TP2 | Identify the training organization of a cadet corps, to include:<br>a. Star Level Non-commissioned Officer (NCO), and<br>b. specialist instructors, to include:<br>1. Drill and Ceremonial Instructor,<br>2. Expedition Instructor,<br>3. Fitness and Sports Instructor,<br>4. Music Instructor, and<br>5. Air Rifle Marksmanship Instructor. | Interactive Lecture | 10 min | A2-083<br>A2-084<br>A2-086<br>A2-087<br>A2-088<br>A2-089 |

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP3 | Identify the duty organization of a cadet corps, to include:<br>a. Duty NCO, and<br>b. Duty Assistants. | Interactive Lecture | 5 min | A1-069<br>A2-085 |
| TP4 | Conduct an activity to have the cadets identify NCO responsibilities in a cadet corps. | In-Class Activity | 20 min | |

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 10 min |
| b. Interactive Lecture: | 30 min |
| c. In-Class Activity: | 20 min |
| d. Total: | 60 min |

6. **Substantiation**:

   a. An interactive lecture was chosen for TPs 1–3 to give the cadets direction on the structure of a cadet corps and how all cadets can work together to achieve a common training goal(s).

   b. An in-class activity was chosen for TP 4 as it is an interactive way to provoke thought and stimulate interest among the cadets about the duties of the functional, training and duty organizations of a cadet corps.

7. **References**:

   a. A1-069 A-CR-CCP-603/PG-001 Director Cadets 3. (2009). *Phase Three qualification standard and plan*. Ottawa, ON: Department of National Defence.

   b. A2-083 A-CR-CCP-716/PG-001 Director Cadets 3. (2009). *Expedition Instructor qualification standard and plan*. Ottawa, ON: Department of National Defence.

   c. A2-084 A-CR-CCP-713/PG-001 Director Cadets 3. (2009). *Drill and Ceremonial Instructor qualification standard and plan*. Ottawa, ON: Department of National Defence.

   d. A2-085 A-CR-CCP-832/PG-001 Director Cadets 3. (2009). *Leadership and Ceremonial Instructor qualification standard and plan*. Ottawa, ON: Department of National Defence.

   e. A2-086 A-CR-CCP-902/PG-001 Director Cadets 3. (2009). *Fitness and Sports Instructor qualification standard and plan*. Ottawa, ON: Department of National Defence.

   f. A2-087 A-CR-CCP-903/PG-001 Director Cadets 3. (2009). *Air Rifle Marksmanship Instructor qualification standard and plan*. Ottawa, ON: Department of National Defence.

   g. A2-088 A-CR-CCP-905/PG-001 Director Cadets 3. (2009). *Military Band—Intermediate Musician qualification standard and plan*. Ottawa, ON: Department of National Defence.

   h. A2-089 A-CR-CCP-909/PG-001 Director Cadets 3. (2009). *Pipe Band—Advanced Musician qualification standard and plan*. Ottawa, ON: Department of National Defence.

8. **Training Aids**:

   a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,

   b. Terms of Reference handouts, and

   c. Organizational Charts handouts.

9. **Learning Aids**:
    a. Terms of Reference handouts, and
    b. Organizational Chart handouts.
10. **Test Details**:Nil.
11. **Remarks**:Where the local cadet corps structure varies, tailor the content of this EO to match.

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**EO C407.01 – PREPARE FOR A MERIT REVIEW BOARD**

1. **Performance**:Prepare for a Merit Review Board

2. **Conditions**:

   a. Given:

      (1) Supervision, and

      (2) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**:The cadet shall:

   a. identify occasions for a merit review board; and

   b. prepare for a merit review board, by:

      (1) completing tasks, as requested by the merit review board chair;

      (2) preparing a uniform;

      (3) identifying where and when the merit review board will be conducted; and

      (4) reviewing for possible interview questions.

4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Identify occasions for a merit review board, to include:<br>a. promotion requirements for:<br>1. Master Warrant Officer, and<br>2. Chief Warrant Officer; and<br>b. other possible occasions, to include:<br>1. awards,<br>2. scholarships,<br>3. senior appointments within the corps (eg, Regimental Sergeant Major),<br>4. Cadet Summer Training Centre (CSTC) training opportunities,<br>5. expedition opportunities, and<br>6. staff appointments at a CSTC. | Interactive Lecture | 5 min | A0-126<br>A2-028<br>C0-416 |
| TP2 | Describe:<br>a. how to prepare for a merit review board for promotion; and<br>b. tips for a successful interview. | Interactive Lecture | 20 min | A0-126<br>A2-028<br>C0-416 |

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| | Note: The cadets will be given scenarios to prepare for a merit review board at the end of this TP. | | | |
| TP3 | Have the cadets participate in a practice merit review board based on the scenario given. | In-Class Activity | 55 min | A0-126 |

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 5 min |
| b. Interactive Lecture: | 25 min |
| c. Subtotal (one period): | 30 min |
| d. Introduction / Conclusion: | 5 min |
| e. In-Class Activity: | 55 min |
| f. Subtotal (two periods): | 60 min |
| g. Total: | 90 min |

6. **Substantiation**:

   a. An interactive lecture was chosen for TPs 1 and 2 to introduce merit review boards and to summarize the teaching points.

   b. An in-class activity was chosen for TP 3 as it is an interactive way to provoke thought and stimulate interest among the cadets about merit review boards.

7. **References**:

   a. A0-126 CATO 13-02 Director Cadets 3. (2008). *Cadet rank promotions*. Ottawa, ON: Department of National Defence.

   b. A2-028 CATO 46-01 Director Cadets 4. (2005). *Army Cadet dress instructions*. Ottawa, ON: Department of National Defence.

   c. C0-416 Air Cadet League of Canada BC Committee (2009). *Sponsoring committee resources: Mock boards*. Retrieved March 4, 2009, from http://www.aircadetleague.bc.ca/SponCommResources/Mock_Boards.PDF

8. **Training Aids**:Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.

9. **Learning Aids**:

   a. Annex B of CATO 13-02, *Cadet Rank Promotions*,

   b. Merit Review Board Scoresheet, and

   c. Dress Inspection Scoresheet.

10. **Test Details**:Nil.

11. **Remarks**:When scheduling this lesson, allow at least two weeks between TPs 2 and 3.

## SECTION 10

## PO 408 – COMMAND A PLATOON ON PARADE

1. **Performance**:Command a Platoon on Parade

2. **Conditions**:

   a. Given:

      (1) Parade sequence aide-mémoire, and

      (2) Supervision.

   b. Denied: Assistance.

   c. Environmental: Drill hall or outdoor parade square in favourable weather.

3. **Standard**:IAW A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet will command a platoon on parade, to include:

   a. executing correct and sharp drill movements;

   b. following a parade sequence;

   c. delivering words of command by:

      (1) applying vocal techniques; and

      (2) using the following parts of the command:

         (a) cautionary, and

         (b) executive; and

      (3) calling on the correct foot;

   d. demonstrating confidence; and

   e. correcting errors as required.

4. **Remarks**:Nil.

5. **Complementary Material**:

   a. Complementary material associated with PO 408 is designed to provide a historical background about drill as well as allow additional opportunities for cadet corps with an interest in drill to develop the cadets' skills in this area, specifically:

      (1) EO C408.01 (Discuss the History of Drill), and

      (2) EO C408.02 (View a Re-Enactment that Demonstrates the History of Drill).

   b. Some complementary training offered in previous star levels may be selected as complementary training in the Gold Star Program, specifically:

      (1) EO C308.01 (Execute Flag Party Drill),

      (2) EO C308.02 (Deliver Words of Command),

      (3) EO C208.01 (Practice Ceremonial Drill as a Review), and

      (4) EO C208.02 (Execute Drill With Arms).

c. When selecting complementary material from previous star levels, training staff will review the applicable performance objective, lesson specification and instructional guide.

## EO M408.01 – DISCUSS COMMANDING A PLATOON ON PARADE

1. **Performance**:Discuss Commanding a Platoon on Parade

2. **Conditions**:

   a. Given:

      (1) Supervision, and

      (2) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**:The cadet, as a member of a group, shall discuss commanding a platoon on parade, to include:

   a. communicating effectively;

   b. executing sharp personal drill;

   c. maintaining dress IAW dress instructions;

   d. exhibiting a positive attitude; and

   e. conducting oneself in an appropriate manner.

4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Discuss commanding a platoon on parade, to include:<br>a. communicating effectively;<br>b. executing sharp personal drill;<br>c. maintaining dress IAW dress instructions;<br>d. exhibiting a positive attitude; and<br>e. conducting oneself in an appropriate manner. | Group Discussion | 25 min | A0-002 (p. 1-1-1, pp. 1-1-3 to 1-1-8)<br>A2-028 (pp. 16/27 to 17/27) |

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 5 min |
| b. Group Discussion: | 25 min |
| c. Total: | 30 min |

6. **Substantiation**:A group discussion was chosen for this lesson as it allows the cadets to interact with their peers and share their knowledge and opinions about commanding a platoon on parade. Sharing in the discussion encourages the cadets to examine their own thoughts and feelings and may prompt them to re-examine their previously held ideas. Participating in a group discussion improves the cadets' listening skills and team development.

7. **References**:

   a. A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

b. A2-028 CATO 46-01 Director Cadets 4. (2005). *Army Cadet dress instructions*. Ottawa, ON: Department of National Defence.

8. **Training Aids**:Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area.

9. **Learning Aids**:Nil.

10. **Test Details**:Nil.

11. **Remarks**:Nil.

**EO M408.02 – IDENTIFY PARADE SEQUENCE**

1. **Performance**:Identify Parade Sequence
2. **Conditions**:
   a. Given:
      (1) Supervision, and
      (2) Assistance as required.
   b. Denied: Nil.
   c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard**:The cadet shall identify the sequence of the following parades:
   a. parade night, and
   b. annual ceremonial review (ACR).
4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Discuss the roles of the following parades within the Cadet Program:<br>a. parade night,<br>b. ACR,<br>c. Remembrance Day, and<br>d. special ceremonial parades. | Interactive Lecture | 5 min | A0-002 (p. 1-2-7, p. 2-6, pp. 11-1-2 to 11-1-3, p. 11-2-10, pp. 12-1-1 to 12-1-2) |
| TP2 | Describe the parade night sequence, to include:<br>a. opening parade, to include:<br>1. forming up;<br>2. calling the roll;<br>3. inspecting;<br>4. marching past;<br>5. making announcements; and<br>6. dismissing; and<br>b. closing parade, to include:<br>1. forming up;<br>2. making announcements;<br>3. advancing in review order; and<br>4. dismissing. | Interactive Lecture | 10 min | A0-002 (pp. 2-1 to 2-26, pp. 2-10 to 2-29, pp. 3-1 to 3-9, pp. 3-15 to 3-19, pp. 3-24 to 3-26, pp. 3-29 to 3-32, pp. 7-1-1 to 8-7-4) |
| TP3 | Describe the ACR sequence, to include:<br>a. form up;<br>b. reception of the reviewing officer (RO);<br>c. inspection by the RO; | Interactive Lecture | 10 min | A0-002 (pp. 7-1-1 to 8-7-4, p. 9-2-1) |

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| | d. march past;<br>e. awards and presentations;<br>f. address by the RO;<br>g. advance in review order;<br>h. departure of the RO; and<br>i. dismissal. | | | |

5. **Time**:

a. Introduction / Conclusion: 5 min
b. Interactive Lecture: 25 min
c. Total: 30 min

6. **Substantiation**:An interactive lecture was chosen for this lesson to orient the cadets to the parade sequences of a parade night and an ACR.

7. **References**:A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

8. **Training Aids**:Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area.

9. **Learning Aids**:Nil.

10. **Test Details**:Nil.

11. **Remarks**:Nil.

**EO M408.03 – COMMAND A SQUAD**

1. **Performance**:Command a Squad

2. **Conditions**:

   a. Given:

      (1) Parade sequence aide-mémoire card,

      (2) Supervision, and

      (3) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Drill hall or outdoor parade square in favourable weather.

3. **Standard**:The cadet shall command a squad, to include:

   a. assuming proper command position;

   b. delivering words of command by:

      (1) applying vocal techniques;

      (2) using the following parts of the command:

         (a) cautionary, and

         (b) executive;

      (3) calling on the correct foot; and

   c. paying compliments, as required.

4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Explain, demonstrate and have the cadets command a squad, to include:<br>a. falling in;<br>b. greeting the Reviewing Officer (RO) to complete the inspection;<br>c. leading the squad on the march past; and<br>d. falling out. | Demonstration and Performance | 25 min | A0-002 (pp. 7-2-1 to 7-2-9, pp. 7-3-2 to 7-3-38, p. 7-4-10, p. 7-4-17, p. 7-4-22, p. 9-2-4, pp. 9-2-9 to 9-2-10) |

5. **Time**:

   a. Introduction / Conclusion: 5 min
   b. Demonstration and Performance: 25 min
   c. Total: 30 min

6. **Substantiation**:A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill of commanding a squad while providing an opportunity for the cadets to practice the skill under supervision.

7. **References**:A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

8. **Training Aids**:Parade Sequence Aide-Mémoire Card.

9. **Learning Aids**:Parade Sequence Aide-Mémoire Card.

10. **Test Details**:This EO is assessed IAW Chapter 3, Annex B, 408 PC.

11. **Remarks**:Where there are a large number of cadets, divide the group into two or three squads and rotate the cadets through as commanders.

**EO M408.04 – INSPECT A CADET ON PARADE**

1. **Performance**:Inspect a Cadet on Parade

2. **Conditions**:

   a. Given:

      (1) Supervision, and

      (2) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Drill hall or outdoor parade square in favourable weather.

3. **Standard**:The cadet shall inspect a cadet on parade, to include:

   a. evaluating dress; and

   b. correcting errors.

4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Conduct an activity where the cadets will, in groups of three, identify the correct way of wearing the cadet uniform by referring to elemental cadet dress instructions, to include:<br>a. headdress;<br>b. clothes on the upper body;<br>c. clothes on the lower body;<br>d. footwear; and<br>e. overall personal appearance. | In-Class Activity | 15 min | A2-028 (pp. 1/28 to 27/28) |
| TP2 | Explain, demonstrate and have the cadets perform an individual inspection, to include:<br>a. inspecting the front of a cadet from head to toe;<br>b. inspecting the back of a cadet from head to toe; and<br>c. correcting errors verbally. | Demonstration and Performance | 35 min | A0-002 (p. 1-1-12, p. 7-3-17) |

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 10 min |
| b. In-Class Activity: | 15 min |
| c. Demonstration and Performance: | 35 min |
| d. Total: | 60 min |

6. **Substantiation**:

   a. An in-class activity was chosen for TP 1 as it is an interactive way to provoke thought and stimulate interest and confirm comprehension of elemental dress instructions.

b. A demonstration and performance was chosen for TP 2 as it allows the instructor to explain and demonstrate the skill of inspecting a cadet on parade while providing an opportunity for the cadets to practice the skill under supervision.

7. **References**:

a. A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

b. A2-028 CATO 46-01 Director Cadets 4. (2005). *Army Cadet dress instructions*. Ottawa, ON: Department of National Defence.

8. **Training Aids**:

a. CATO 46-01, *Army Cadet Dress Instructions*, and

b. Dress Instructions Activity Answer Sheet.

9. **Learning Aids**:

a. CATO 46-01, *Army Cadet Dress Instructions*,

b. Dress Instructions Activity Worksheet, and

c. Pen / pencil.

10. **Test Details**:Nil.

11. **Remarks**:Nil.

**EO C408.01 – DISCUSS THE HISTORY OF DRILL**

1. **Performance**:Discuss the History of Drill

2. **Conditions**:

   a. Given:

      (1) Supervision, and

      (2) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**:The cadet shall discuss the history of drill, to include:

   a. origins of drill,

   b. purposes of drill on the battlefield,

   c. evolution of drill procedures, and

   d. variance of drill between the three services before unification.

4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Discuss the origins of drill, to include:<br>a. Romans,<br>b. Greeks and Spartans, and<br>c. Chinese. | Interactive Lecture | 10 min | A0-002 (pp. 1-1-1 to 1-1-2)<br>C2-249 (pp. 102–121) |
| TP2 | Discuss the evolution of drill movements, to include:<br>a. Swiss,<br>b. Dutch,<br>c. Germans,<br>d. British, to include:<br>1. march,<br>2. quick march,<br>3. wheeling step, and<br>4. double march; and<br>e. Canadian, to include:<br>1. Royal Canadian Navy,<br>2. Canadian Army, and<br>3. Royal Canadian Air Force. | Interactive Lecture | 15 min | A0-002 (p. 1-1-2)<br>C2-249 (pp. 127–145) |

5. **Time**:

   a. Introduction / Conclusion: 5 min
   b. Interactive Lecture: 25 min

c. Total: 30 min

6. **Substantiation**:An interactive lecture was chosen for this lesson to orient the cadets to the history of drill and generate interest.

7. **References**:

   a. A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

   b. C2-249 ISBN 978-0674-5023-07 McNeill, W. (1997). *Keeping together in time: Dance and drill in human history*. Cambridge, MA: Harvard University Press.

8. **Training Aids**:Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area.

9. **Learning Aids**:Nil.

10. **Test Details**:Nil.

11. **Remarks**:Nil.

**EO C408.02 – VIEW A RE-ENACTMENT THAT DEMONSTRATES THE HISTORY OF DRILL**

1. **Performance**:View a Re-Enactment That Demonstrates the History of Drill

2. **Conditions**:

   a. Given:

      (1) Re-enactment demonstrating the history of drill (live performance or video),

      (2) Supervision, and

      (3) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**:The cadet shall:

   a. view a re-enactment that demonstrates the history of drill; and

   b. participate in a group discussion comparing past military drill to current military drill.

4. **Teaching Points**:This EO offers an opportunity for the cadet to view and discuss a re-enactment that demonstrates the history of drill. This lesson shall be structured as follows:

   a. Brief the cadet, prior to the re-enactment, on the relevance of the history of drill, to include:

      (1) the purpose of drill on the battlefield; and

      (2) the evolution of drill throughout the years.

   b. View a re-enactment that demonstrates the history of drill.

   c. Conduct a group discussion in which the cadets discuss:

      (1) what they learned from the re-enactment;

      (2) what they felt was the most interesting aspect; and

      (3) what they found was different compared to drill today.

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 10 min |
| b. In-Class Activity / Field Trip: | 60 min |
| c. Group Discussion: | 20 min |
| d. Total: | 90 min |

6. **Substantiation**:An in-class activity / field trip was chosen as it is an interactive way to stimulate interest in the history of drill.

7. **References**:Nil.

8. **Training Aids**:

   a. TV, as required, and

   b. DVD or VCR, as required.

9. **Learning Aids**:Nil.

10. **Test Details**:Nil.

11. **Remarks**:

    a. The historical drill re-enactment chosen can be an in-class activity (video or DVD) or a field trip (live performance).

    b. There is no instructional guide provided for this EO.

## SECTION 11

## PO 409 – INSTRUCT A LESSON

1. **Performance**:Instruct a Lesson

2. **Conditions**:

   a. Given:

      (1) A lesson specification,

      (2) An instructional guide, and

      (3) Supervision.

   b. Denied: Assistance.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**:The cadet will instruct a 30-minute lesson by:

   a. preparing the lesson;

   b. introducing the lesson;

   c. presenting the content of the lesson;

   d. confirming the knowledge / skills learned during the lesson; and

   e. concluding the lesson.

4. **Remarks**:

   a. The lessons assigned will be chosen from the Green or Red Star program.

   b. It is recommended that this PO be conducted early in the training year to allow time for the cadets to instruct their assigned lessons to Green or Red Star cadets.

5. **Complementary Material**:

   a. Complementary material associated with PO 409 is designed to enhance the cadet's ability to instruct a lesson through a number of activities:

      (1) EO C409.01 (Plan a Lesson),

      (2) EO C409.02 (Instruct a 30-Minute Lesson),

      (3) EO C409.03 (Act as an Assistant Instructor),

      (4) EO C409.04 (Participate in a Creative Lesson-Planning Workshop),

      (5) EO C409.05 (Act as an Assistant Drill Instructor), and

      (6) EO C409.06 (Instruct a 30-Minute Drill Lesson)

b. Some complementary material offered in previous star levels may be conducted as complementary training in Gold Star, specifically:

   (1) EO C309.04 (Identify Formations for Drill Instruction),

   (2) EO C309.05 (Plan a Drill Lesson), and

   (3) EO C309.06 (Instruct a 15-Minute Drill Lesson).

c. When selecting complementary training from previous star levels, training staff will review the applicable performance objective, lesson specification and instructional guide.

**EO M409.01 – IDENTIFY METHODS OF INSTRUCTION**

1. **Performance**:Identify Methods of Instruction

2. **Conditions**:

   a. Given:

      (1) Supervision, and

      (2) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**:The cadet shall:

   a. identify the following methods of instruction:

      (1) group discussion,

      (2) guided discussion,

      (3) role-play,

      (4) experiential learning,

      (5) problem-based learning, and

      (6) case study; and

   b. select an appropriate method of instruction for a given topic.

4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Conduct an activity where the cadets will review methods of instruction, to include:<br>a. interactive lecture,<br>b. demonstration and performance,<br>c. in-class activity,<br>d. practical activity,<br>e. game, and<br>f. field trip. | In-Class Activity | 10 min | A0-055 (pp. 17–22) |
| TP2 | Conduct an activity where the cadets will describe methods of instruction, to include:<br>a. group discussion,<br>b. guided discussion,<br>c. role-play,<br>d. experiential learning,<br>e. problem-based learning, and<br>f. case study. | In-Class Activity | 20 min | A0-055 (p. 16, p. 19, p. 21)<br>A0-123 (pp. 5–17)<br>C0-379 |

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP3 | Conduct a group discussion on the application of methods of instruction, to include:<br>a. interactive lecture,<br>b. demonstration and performance,<br>c. in-class activity,<br>d. practical activity,<br>e. game,<br>f. field trip,<br>g. group discussion,<br>h. guided discussion,<br>i. role-play,<br>j. experiential learning,<br>k. problem-based learning, and<br>l. case study | Group Discussion | 20 min | A0-055 (pp. 17–22)<br>A0-123 (p. 3) |

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 10 min |
| b. In-Class Activity: | 30 min |
| c. Group Discussion: | 25 min |
| d. Total: | 60 min |

6. **Substantiation**:

   a. An in-class activity was chosen for TPs 1 and 2 as it is an interactive way to review previously learned material and confirm the cadets' comprehension of new methods of instruction.

   b. A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about the application of various methods of instruction.

7. **References**:

   a. A0-055 A-P9-050-000/PT-006 Director Training and Education Policy. (2002). *Canadian Forces individual training and education system* (Vol. 6). Ottawa, ON: Department of National Defence.

   b. A0-123 A-PD-050-001-PF-001 Chief of Defence Staff. (2001). *Central flying school flight instructors handbook*. Winnipeg, MB: Department of National Defence.

   c. C0-379 Kizlik, R. (2009). *Education Information for new and future teachers*. Retrieved February 26, 2009 from www.adprima.com

8. **Training Aids**:

   a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,

   b. Teaching = learning handout,

   c. Methods of instruction worksheet,

   d. Methods of instruction puzzle,

e. Methods of instruction guide,

f. Methods of instruction information sheets,

g. Methods worksheet,

h. Method madness handout,

i. Envelopes,

j. Binder

k. Markers,

l. Tape, and

m. Stopwatch.

n. Pen / pencil,

9. **Learning Aids**:

a. Teaching = learning handout,

b. Methods of instruction worksheet,

c. Methods of instruction puzzle,

d. Methods of instruction information sheets,

e. Methods worksheet, and

f. Method madness handout.

10. **Test Details**:This EO is assessed IAW Chapter 3, Annex B, 409 PC.

11. **Remarks**:Nil.

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**EO M409.02 – IDENTIFY ELEMENTS OF A POSITIVE LEARNING ENVIRONMENT**

1. **Performance**:Identify Elements of a Positive Learning Environment

2. **Conditions**:

   a. Given:

      (1) Supervision, and

      (2) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**:The cadet shall identify elements of a positive learning environment, to include:

   a. physical and emotional safety;

   b. stress management; and

   c. classroom / training area management.

4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Describe the importance of a physically and emotionally safe learning environment. | Interactive Lecture | 15 min | A0-118 (p. 5, p. 7, p. D 1)<br>C0-376 (p. 39, p. 103)<br>C0-383<br>C0-385 |
| TP2 | Conduct a group discussion on stress management techniques, to include:<br>a. creating positive stress to encourage learning; and<br>b. controlling negative stress by:<br>1. informing cadets of expectations;<br>2. providing necessary resources;<br>3. providing adequate time to accomplish tasks;<br>4. incorporating physical activity;<br>5. providing time to process information; and<br>6. practicing relaxation techniques. | Group Discussion | 15 min | A0-055 (pp. 44–47)<br>A0-118 (p. 12, p. L 1)<br>C0-191 (p. 293, p. 294, p. 300, p.301)<br>C0-375<br>C0-380 (pp. 8.14–8.16, p. 4.4<br>C0-191 |

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP3 | Identify classroom / training area management techniques, to include:<br>a. attention signals;<br>b. correcting behaviour;<br>c. providing positive reinforcement;<br>d. engaging the learner; and<br>e. managing distractions. | Interactive Lecture | 20 min | A0-055 (pp. 44–47)<br>C0-375 (p. 5.6, p. 5.7)<br>C0-381<br>C0-382<br>C0-384 |

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 10 min |
| b. Interactive Lecture: | 35 min |
| c. Group Discussion: | 15 min |
| d. Total: | 60 min |

6. **Substantiation**:

   a. An interactive lecture was chosen for TPs 1 and 3 to provoke thought and stimulate the cadets' interest in the importance of a physically and emotionally safe learning environment and a well-managed classroom / training area.

   b. A group discussion was chosen for TP 2 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about stress management.

7. **References**:


   a. A0-055 A-P9-050-000/PT-006 Director Training and Education Policy. (2002). *Canadian Forces individual training and education system* (Vol. 6). Ottawa, ON: Department of National Defence.

   b. A0-118 Director Cadets 3. (2007). *Youth reference guide*. Ottawa, ON: Department of National Defence.

   c. C0-191 ISBN 978-0-7360-6675-4 Corbin, C. & Lindsey, R. (2007). *Fitness for life: Updated fifth edition*. Windsor: Human Kinetics.

   d. C0-375 ISBN 978-1-879097-10-0 Kagan, S., & Kagan, M. (2009). *Kagan cooperative learning*. San Clemente, CA: Kagan Publishing.

   e. C0-376 ISBN 0-7619-4626-8 Earle, L. M. (2003). *Assessment as learning*. Thousand Oaks, CA: Corwin Press, Inc.

   f. C0-380 Scott, E. (2008). *Cortisol and stress: how to stay healthy*. Retrieved February 25, 2009, from http://www.Stress.about.com/od/stresshealth/a/cortisol.htm?p=1

   g. C0-381 McDonald, E. (2006). *How to involve and engage students*. Retrieved March 4, 2009, from http://www.education-world.com/a_curr/columnists/mcdonald/mcdonald007.shtml

   h. C0-382 Bear, TC. (2009). *Quiet signals for getting attention and control of your classroom*. Retrieved February 27, 2009, from http://www.teachercreated.com/blog/?tag=attention-signals

   i. C0-383 Bell, A. (2007). *Creating a learning centered environment - Introduction*. Retrieved February 23, 2009, from http://www.dialogueonlearning.tc3.edu/model/environment/Introduction-grp.htm

j. C0-384 Handy, K. (2009). *Classroom management plan*. Retrieved February 27, 2009, from http://www.katiehandy.wordpress.com/classroom-management-plan/

k. C0-385 Boudreau, D. (2008). *Creating the ideal learning environment - Emotional*. Retrieved February 25, 2009, from http://ezinearticles.com/?Creating-the-Ideal-Learning-Environment---Emotional&id=1536435

8. **Training Aids**:

   a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,

   b. Relaxation exercise handout,

   c. Create a positive learning environment crossword puzzle, and

   d. Create a positive learning environment crossword puzzle answer key.

9. **Learning Aids**:

   a. Relaxation exercise handout, and

   b. Create a positive learning environment crossword puzzle.

10. **Test Details**:This EO is assessed IAW Chapter 3, Annex B, 409 PC.

11. **Remarks**:Nil.

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**EO M409.03 – DESCRIBE LEARNER NEEDS**

1. **Performance**:Describe Learner Needs
2. **Conditions**:
   a. Given:
      (1) Supervision, and
      (2) Assistance as required.
   b. Denied: Nil.
   c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard**:The cadet shall describe:
   a. the importance of:
      (1) relevant and meaningful material, and
      (2) information processing time;
   b. types of learners using:
      (1) developmental periods, and
      (2) learning styles; and
   c. the needs of learners, specific to:
      (1) developmental periods, and
      (2) learning styles.
4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Describe the importance of:<br>a. making material relevant and meaningful; and<br>b. providing information processing time. | Interactive Lecture | 5 min | A0-118 (p. 10, p. G 1, p. G 2, p. K 1)<br>C0-397 (p. 1)<br>C0-398 (p. 31, p. 38) |
| TP2 | Describe and identify the needs of the developmental periods (DP), to include:<br>a. DP 1,<br>b. DP 2, and<br>c. DP 3. | Interactive Lecture | 10 min | A0-118 (pp. 5–7, p. 10, p. H 1, p. H 2 ) |

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP3 | Conduct an activity where the cadets will describe and identify the needs of the different learning styles, to include:<br>a. visual,<br>b. kinaesthetic, and<br>c. auditory. | In-Class Activity | 20 min | A0-118 (pp. 5–7, p. 10, p. G 1, p. G 2, p. H 1, p. H 2, p. K 1) |
| TP4 | Conduct an activity where the cadets will describe how to structure a lesson to meet the needs of the different types of learners. | In-Class Activity | 15 min | A0-118 (p. 10, p. G 1, p. G 2, p. K 1) |

5. **Time**:

a. Introduction / Conclusion: 10 min
b. Interactive Lecture: 15 min
c. In-Class Activity: 35 min
d. Total: 60 min

6. **Substantiation**:

a. An interactive lecture was chosen for TPs 1 and 2 to introduce, provoke thought and stimulate the cadets' interest in learner needs.

b. An in-class activity was chosen for TPs 3 and 4 as it is an interactive way to provoke thought and stimulate interest in the different types of learners and how to meet their needs.

7. **References**:

a. A0-118 Director Cadets 3. (2007). *Youth reference guide*. Ottawa, ON: Department of National Defence.

b. C0-397 Belding, S. (2004). *Stickiness: Skills retention and synthesis*. Retrieved March 23, 2009 from http://www.airs.org/files/public/Making_Training_Stick.pdf

c. C0-398 ISBN I-57517-344-1 Burke, K. (2000). *What to do with the kid who*.... Arlington Heights, IL: Skylight Professional Development.

8. **Training Aids**:

a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,

b. Tiger comic slide,

c. Learning pyramid handout,

d. Developmental periods confirmation strips and answer key,

e. Learning styles information sheet,

f. Learning styles survey,

g. Instructions to make a jumping frog,

h. Instructions to make a triangle box,

i. Schoolies comic strip,

j. Instructor tips for learning styles worksheet,

k. Instructor tips for learning styles answer key,

l. Activities in Developmental Periods worksheet, and

m. Activities in Developmental Periods answer key.

n. Markers,

o. Pen / pencil,

p. Letter size paper,

q. Square sized sticky notes (eg, size 3 inches by 3 inches),

r. Sticky notes–4 inches by 6 inches, and

s. Stopwatch.

9. **Learning Aids**:

a. Learning pyramid handout,

b. Learning styles information sheet,

c. Learning styles survey,

d. Instructor tips for learning styles worksheet,

e. Activities in Developmental Periods worksheet, and

f. Letter size paper,

g. Square sized sticky notes (eg, size 3 inches by 3 inches), and

h. Sticky notes–4 inches by 6 inches.

10. **Test Details**:This EO is assessed IAW Chapter 3, Annex B, 409 PC.

11. **Remarks**:Nil.

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**EO M409.04 – EXPLAIN ASSESSMENT**

1. **Performance**:Explain Assessment

2. **Conditions**:

   a. Given:

      (1) Supervision, and

      (2) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**:The cadet shall explain assessment, to include:

   a. types of assessment, and

   b. assessment instructions and instruments.

4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Explain types of assessment, to include:<br>a. assessment of learning, and<br>b. assessment for learning. | Interactive Lecture | 10 min | A2-067 (p. 3-1, p. 3-2)<br>C0-376 (pp. 21–28) |
| TP2 | Describe assessment instructions and instruments. | Interactive Lecture | 15 min | A2-067 (p. 3-3, p. 3-4, pp. 3B-1 to 3B-3, pp. 3B1-4 to 3B1-12) |

5. **Time**:

   a. Introduction / Conclusion: 5 min
   b. Interactive Lecture: 25 min
   c. Total: 30 min

6. **Substantiation**:An interactive lecture was chosen for this lesson as a way to introduce the cadets to assessment types, instructions and instruments, provoke thought and stimulate interest among cadets.

7. **References**:

   a. A2-067 A-CR-CCP-703/PG-001 Director Cadets 3. (2008). *Silver star qualification standard and plan*. Ottawa, ON: Department of National Defence.

   b. C0-376 ISBN 0-7619-4626-8 Guskey, T., & Marzano, R. (2003). *Assessment as learning*. Thousand Oaks, CA: Corwin Press, Inc.

8. **Training Aids**:

    a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area, and

    b. Assessment handouts.

9. **Learning Aids**:Assessment handouts.

10. **Test Details**:This EO is assessed IAW Chapter 3, Annex B, 409 PC.

11. **Remarks**:Nil.

**EO M409.05 – INSTRUCT A 30-MINUTE LESSON**

1. **Performance**:Instruct a 30-Minute Lesson

2. **Conditions**:

   a. Given:

      (1) A lesson specification,

      (2) An instructional guide, and

      (3) Supervision.

   b. Denied: Assistance.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**:The cadet shall instruct a 30-minute lesson by:

   a. preparing the lesson;

   b. introducing the lesson;

   c. presenting the content of the lesson;

   d. confirming the knowledge / skills learned during the lesson; and

   e. concluding the lesson.

4. **Teaching Points**:Have the cadets instruct a 30-minute lesson by:

   a. preparing the lesson;

   b. introducing the lesson;

   c. presenting the content of the lesson;

   d. confirming the knowledge / skills learned during the lesson; and

   e. concluding the lesson.

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 5 min |
| b. Practical Activity: | 85 min |
| c. Total: | 90 min |

6. **Substantiation**:A practical activity was chosen for this lesson as it is an interactive way for cadets to develop instructional skills in a safe and controlled environment.

7. **References**:Nil.

8. **Training Aids**:Instructional Techniques Assessment Form.

9. **Learning Aids**:

   a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area, and

   b. Instructional Techniques Assessment Form.

10. **Test Details**:This EO is assessed IAW Chapter 3, Annex B, 409 PC.

11. **Remarks**:

    a. There is no instructional guide for this EO.

    b. Additional instructions regarding the conduct and assessment of this EO are located in Chapter 3, Annex B, 409 PC.

    c. The cadets shall instruct Green or Red Star cadets during a regular training session.

    d. The course officer shall communicate with the training officer to:

        (1) place the Gold Star cadets into the instructor schedule;

        (2) ensure the cadets are assigned a lesson at least one week prior to conducting this EO, to include:

            (a) a lesson specification, and

            (b) an instructional guide; and

        (3) adjust the period allocation for this EO if all three periods are not required for each Gold Star cadet to instruct a 30-minute lesson.

    e. Time for lesson planning for this EO is available in EO C409.01 (Plan a Lesson), should the course officer deem it necessary.

    f. Additional time for this EO is available in EO C409.02 (Instruct a 30-Minute Lesson).

**EO C409.01 – PLAN A LESSON**

1. **Performance**:Plan a Lesson

2. **Conditions**:

   a. Given:

      (1) A lesson specification,

      (2) An instructional guide, and

      (3) Supervision.

   b. Denied: Nil.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**:The cadet shall:

   a. research lesson content; and

   b. develop a lesson plan.

4. **Teaching Points**:Supervise and provide assistance while the cadets plan a lesson.

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 10 min |
| b. Practical Activity: | 50 min |
| c. Total: | 60 min |

6. **Substantiation**:A practical activity was chosen to allow the cadets to plan a lesson in a structured and controlled environment. This activity contributes to the development of lesson-planning skills and will serve as preparation for EO M409.05 (Instruct a 30-Minute Lesson).

7. **References**:Nil.

8. **Training Aids**:Nil.

9. **Learning Aids**:

   a. A lesson specification, and

   b. An instructional guide.

10. **Test Details**:Nil.

11. **Remarks**:

   a. This EO may be used as time to plan for EO M409.05 (Instruct a 30-Minute Lesson).

   b. This EO should be scheduled at least one week prior to EO M409.05 (Instruct a 30-Minute Lesson).

   c. There is no instructional guide for this EO.

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**EO C409.02 – INSTRUCT A 30-MINUTE LESSON**

1. **Performance**:Instruct a 30-Minute Lesson

2. **Conditions**:

   a. Given:

      (1) A lesson specification,

      (2) An instructional guide, and

      (3) Supervision.

   b. Denied: Assistance.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**:The cadet shall instruct a 30-minute lesson by:

   a. preparing the lesson;

   b. introducing the lesson;

   c. presenting the content of the lesson;

   d. confirming the knowledge / skills learned during the lesson; and

   e. concluding the lesson.

4. **Teaching Points**:Have the cadets instruct a 30-minute lesson by:

   a. preparing the lesson;

   b. introducing the lesson;

   c. presenting the content of the lesson;

   d. confirming the knowledge / skills learned during the lesson; and

   e. concluding the lesson.

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 5 min |
| b. Practical Activity: | 85 min |
| c. Total: | 90 min |

6. **Substantiation**:A practical activity was chosen for this lesson as it is an interactive way for cadets to develop instructional skills in a safe and controlled environment.

7. **References**:Nil.

8. **Training Aids**:Instructional Techniques Assessment Form.

9. **Learning Aids**:

   a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area, and

   b. Instructional Techniques Assessment Form.

10. **Test Details**:Nil.

11. **Remarks**:

    a. There is no instructional guide for this EO.

    b. This EO may serve as additional time to complete EO M409.05 (Instruct a 30-Minute Lesson) or as additional time for the cadets to practice instruction.

    c. The cadets shall instruct Green or Red Star cadets on a regular training session.

    d. The course officer shall communicate with the training officer to:

        (1) place the Gold Star cadets into the instructor schedule;

        (2) ensure the cadets are assigned a lesson at least one week prior to conducting this EO, to include:

            (a) a lesson specification, and

            (b) an instructional guide; and

        (3) the period allocation for this EO may be shortened if all three periods are not required for each Gold Star cadet to instruct a 30-minute lesson.

    e. Time for lesson planning for this EO is available in EO C409.01 (Plan a Lesson).

**EO C409.03 – ACT AS AN ASSISTANT INSTRUCTOR**

1. **Performance**:Act as an Assistant Instructor

2. **Conditions**:

   a. Given:

      (1) Supervision, and

      (2) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**:The cadet shall act as an assistant instructor, to include:

   a. preparing training aids as required;

   b. helping instruct the lesson;

   c. supervising the cadets;

   d. providing assistance as required; and

   e. securing training aids as required.

4. **Teaching Points**:Have the cadets act as assistant instructors in on-the-job training (OJT), to include:

   a. preparing training aids as required;

   b. helping instruct the lesson;

   c. supervising the cadets;

   d. providing assistance as required; and

   e. securing training aids as required.

5. **Time**:

   OJT 90 min

6. **Substantiation**:OJT was chosen for this lesson as it allows the cadets to assist instructing a lesson in a safe and controlled environment. The OJT experience provides the cadets a practical application of learned skills in a realistic setting. The cadets reflect on the experience and receives feedback on the

performance, which helps to shape future experiences. The cadets develop a sense of responsibility from the OJT aiding their development as a leader.

7. **References**:Nil.

8. **Training Aids**:Nil.

9. **Learning Aids**:Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area.

10. **Test Details**:Nil.

11. **Remarks**:

    a. Prior to this EO, the course officer shall communicate with the training officer to ensure that cadets are paired with a Green, Red or Silver Star instructor on a regular training session.

    b. A number of factors may exist based on the size of the corps that will not allow for all Gold Star cadets to be scheduled for this EO at the same time. In this circumstance, special consideration should be given to minimize the cadet's absence from other areas of training. For example, scheduling half of the cadets for this EO while the other half is scheduled for EO C422.03 (Discuss Map Software) and reversing the schedule for the following training session.

    c. During this EO, the instructor shall:

        (1) brief the cadet prior to commencing the lesson;

        (2) assign the cadet tasks IAW Paragraph 3;

        (3) monitor the cadet; and

        (4) debrief the cadet at the end of the lesson.

**EO C409.04 – PARTICIPATE IN A CREATIVE LESSON-PLANNING WORKSHOP**

1. **Performance**:Participate in a Creative Lesson-Planning Workshop

2. **Conditions**:

   a. Given:

      (1) Supervision, and

      (2) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**:The cadet shall participate in a creative lesson-planning workshop.

4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Conduct an activity where the cadets will define creativity. | In-Class Activity | 15 min | C0-387<br>C0-389<br>C0-395 |
| TP2 | Have the cadets participate in activities that celebrate and encourage creativity. | In-Class Activity | 10 min | C0-375 |
| TP3 | Conduct an activity where the cadets will identify the benefits of a creative lesson. | In-Class Activity | 15 min | C0-381<br>C0-383 |
| TP4 | Conduct an activity where the cadets will identify the stages of the creative process. | In-Class Activity | 20 min | C0-377<br>C0-388 |
| TP5 | Conduct an activity where the cadets will incorporate creativity into the lesson-planning process. | In-Class Activity | 20 min | C0-375 (p. 10.15)<br>C0-385<br>C0-386 |

5. **Time**:

   a. Introduction / Conclusion: 10 min
   b. In-Class Activity: 80 min
   c. Total: 90 min

6. **Substantiation**:An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and stimulate interest in the creative process and how to incorporate creativity into the lesson-planning process.

7. **References**:


   a. C0-375 ISBN 978-1-879097-10-0 Kagan, S., & Kagan, M. (2009). *Kagan cooperative learning*. San Clemente, CA: Kagan Publishing.

   b. C0-377 Canadian Yachting Association. (2002). *Level 2 technical coach manual*. Kingston, ON: Canadian Yachting Association.

   c. C0-381 McDonald, E. (2006). *How to involve and engage students*. Retrieved March 4, 2009, from http://www.education-world.com/a_curr/columnists/mcdonald/mcdonald007.shtml

   d. C0-383 Bell, A. (2007). *Creating a learning centered environment–Introduction*. Retrieved February 23, 2009, from http://www.dialogueonlearning.tc3.edu/model/environment/Introduction-grp.htm

   e. C0-385 Exalted Living. (2009). *Creativity on demand*. Retrieved March 3, 2009, from http://www.exaltedliving.com/creativity.htm

   f. C0-386 International Forum of Educational Technology & Society. (2006). *Integrating creativity into online university courses*. Retrieved February 11, 2009, from http://ifets.ieee.org/discussions/discuss_september2006.html

   g. C0-387 Beals. G. (1998). *Thomas Edison "Quotes"*. Retrieved March 9, 2009, from http://www.thomasedison.com/index.html

   h. C0-388 Schoenherr, N. (2007). *Being more creative in everyday life is simple, says author of 'Group Genius'*. Retrieved March 10, 2009, from http://news-innfo.wustl.edu/tips/page/normal/9421.html

   i. C0-389 Soria, R. (2009). *How to think like a genius*. Retrieved March 09, 2009, from http://www.creativity-portal.com/howto/a/davinci/genius.html

   j. C0-395 MindTools. (2009). *Approaches to creativity*. Retrieved March 16, 2009, from http://www.mindtools.com/pages/article/newCT_00.htm


8. **Training Aids**:

   a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,

   b. Mixer worksheet,

   c. Mixer worksheet Answer Key,

   d. Pigture This worksheet,

   e. Cliché Stretching worksheet,

   f. Celebrate Success handout,

   g. The Benefits of Creative Lessons worksheet,

   h. The Benefits of Creative Lessons Answer Key,

   i. The Benefits of Creative Lessons phrase strips,

   j. The Creative Process handout,

   k. Forced Analogy worksheet,

l. Forced Analogy Answer Key,

m. Empty match box,

n. Ways to Incorporate Creativity handout,

o. Flip chart paper,

p. Markers, and

q. CD player.

9. **Learning Aids**:

a. Mixer worksheet,

b. Pigture This worksheet,

c. Cliché Stretching worksheet,

d. Celebrate Success handout,

e. The Benefits of Creative Lessons worksheet,

f. The Creative Process handout,

g. Forced Analogy worksheet,

h. Empty match box,

i. Ways to Incorporate Creativity handout,

j. Flip chart paper, and

k. Markers.

10. **Test Details**:Nil.

11. **Remarks**:

a. This EO should be scheduled as one training session.

b. This EO shall be conducted after EO M409.05 (Instruct a 30-Minute Lesson).

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**EO C409.05 – ACT AS AN ASSISTANT DRILL INSTRUCTOR**

1. **Performance**:Act as an Assistant Drill Instructor

2. **Conditions**:

   a. Given:

      (1) Supervision, and

      (2) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Drill hall or outdoor parade square in favourable weather.

3. **Standard**:The cadet shall act as an assistant drill instructor, to include:

   a. preparing training aids as required;

   b. helping instruct the lesson;

   c. supervising the cadets;

   d. providing assistance as required; and

   e. securing training aids as required.

4. **Teaching Points**:Have the cadets act as assistant drill instructors in on-the-job training (OJT), to include:

   a. preparing training aids as required;

   b. helping instruct the lesson;

   c. supervising the cadets;

   d. providing assistance as required; and

   e. securing training aids as required

5. **Time**:

OJT: 90 min

6. **Substantiation**:OJT was chosen for this lesson as it allows the cadets to assist instructing a drill lesson in a safe and controlled environment. The OJT experience provides the cadets a practical application of learned skills in a realistic setting. The cadets reflecton the experience and receives feedback on the

performance, which helps to shape future experiences. The cadets develop a sense of responsibility from the OJT aiding their development as a leader.

7. **References**:Nil.

8. **Training Aids**:Nil.

9. **Learning Aids**:Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area.

10. **Test Details**:Nil.

11. **Remarks**:

    a. Prior to this EO, the course officer shall communicate with the training officer to ensure that cadets are paired with a Green, Red or Silver Star instructor on a regular training session.

    b. A number of factors may exist based on the size of the corps that will not allow for all Gold Star cadets to be scheduled for this EO at the same time. In this circumstance, special consideration should be given to minimize the cadet's absence from other areas of training. For example, scheduling half of the cadets for this EO while the other half is scheduled for EO C422.03 (Discuss Map Software) and reversing the schedule for the following training session.

    c. During this EO, the instructor shall:

        (1) brief the cadet prior to commencing the lesson;

        (2) assign the cadet tasks IAW Paragraph 3;

        (3) monitor the cadet; and

        (4) debrief the cadet at the end of the lesson.

**EO C409.06 – INSTRUCT A 30-MINUTE DRILL LESSON**

1. **Performance**:Instruct a 30-Minute Drill Lesson

2. **Conditions**:

   a. Given:

      (1) A lesson specification,

      (2) An instructional guide, and

      (3) Supervision.

   b. Denied: Assistance.

   c. Environmental: A drill hall or outdoor parade square in favourable weather.

3. **Standard**:IAW A-PD-201-000/PT-001, *Canadian Forces Manual of Drill and Ceremonial*, the cadet shall instruct a 30-minute drill lesson by:

   a. preparing the lesson;

   b. introducing the lesson;

   c. presenting the content of the lesson;

   d. applying the drill instruction sequence;

   e. confirming the skills learning during the lesson;

   f. concluding the lesson.

4. **Teaching Points**:Supervise while the cadets instruct a 30-minute drill lesson.

5. **Time**:

   Practical Activity: 90 min

6. **Substantiation**:A practical activity was chosen for this lesson as it is an interactive way for cadets to develop drill instructional skills in a safe and controlled environment.

7. **References**:A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

8. **Training Aids**:Drill Instructional Techniques Assessment Form.

9. **Learning Aids**:Drill Instructional Techniques Assessment Form.

10. **Test Details**:Nil.

11. **Remarks**:

    a. This EO shall be conducted after C309.04 (Identify Formations for Drill Instruction), EO C309.05 (Plan a Drill Lesson) and EO C309.06 (Instruct a 15-Minute Drill Lesson).

    b. The cadets shall instruct Green or Red Star cadets on a regular training session.

    c. The course officer shall communicate with the training officer to:

       (1) place the Gold Star cadets into the instructor schedule; and

(2) ensure the cadets are assigned a lesson at least one week prior to conducting this EO, to include:

(a) a lesson specification, and

(b) an instructional guide.

d. Time for lesson planning for this EO is available in EO C309.05 (Plan a Drill Lesson), should the course officer deem it necessary.

e. Adjust the period allocation for this EO if all three periods are not required for each Gold Star cadet to instruct a 30-minute drill lesson.

## SECTION 12

## PO 411 – BIATHLON

1. **Complementary Material**:

   a. Some complementary training offered in previous levels in PO X11 (Biathlon) may be selected as complementary training in the Gold Star Program, specifically:

      (1) EO C311.01 (Practice Aiming and Firing the Cadet Air Rifle Following Physical Activity),

      (2) EO C311.02 (Participate in a Recreational Summer Biathlon Activity),

      (3) EO C211.01 (Identify Civilian Biathlon Opportunities),

      (4) EO C211.02 (Run on Alternate Terrain),

      (5) EO C211.03 (Fire the Cadet Air Rifle Using a Sling Following Physical Activity),

      (6) EO C211.04 (Participate in a Competitive Summer Biathlon Activity),

      (7) EO C111.01 (Participate in a Biathlon Briefing),

      (8) EO C111.02 (Run Wind Sprints),

      (9) EO C111.03 (Fire the Cadet Air Rifle Following Physical Activity), and

      (10) EO C111.04 (Participate in a Recreational Summer Biathlon Activity).

   b. When selecting complementary material from previous star levels, training staff will review the applicable performance objective, lesson specification, and instructional guide.

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## SECTION 13

## PO X20 – PARTICIPATE IN CAF FAMILIARIZATION ACTIVITIES

This PO and its associated EOs are located in A-CR-CCP-701/PG-001, *Royal Canadian Army Cadets Green Star Qualification Standard and Plan*.

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## SECTION 14

## PO 421 – FIELD TRAINING

1. **Complementary Material**:

   a. Some complementary training offered in previous levels in PO X21 (Field Training) may be selected as complementary training in the Gold Star Program, specifically:

      (1) EO C121.02 (Participate in a Discussion on Cold Climate Exposure),

      (2) EO C121.03 (Select Cold Weather Clothing),

      (3) EO C121.04 (Recognize the Effects of Cold Weather), and

      (4) EO C121.05 (Participate in Cold Weather Training).

   b. When selecting complementary material from previous star levels, training staff will review the applicable performance objective, lesson specification, and instructional guide.

   c. Where some cadets have already received this training and it will be instructed again, develop the instruction and training by considering leadership opportunities for those cadets.

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## SECTION 15

## PO 422 – FOLLOW A MULTI-LEG ROUTE USING A GLOBAL POSITIONING SYSTEM (GPS) RECEIVER

1. **Performance**:Follow a Multi-Leg Route Using a Global Positioning System (GPS) Receiver
2. **Conditions**:
   a. Given:
      (1) GPS receiver,
      (2) Four 10-figure grid references (GR),
      (3) Supervision, and
      (4) Assistance as required.
   b. Denied: Nil.
   c. Environmental: Field setting.
3. **Standard**:The cadet, in a group of no more than four, will follow a multi-leg route, using a GPS receiver by:
   a. inputting four 10-figure GRs in a GPS receiver;
   b. linking points of interest (POIs) to establish a multi-leg route in the GPS receiver; and
   c. following the GPS receiver to each POI along the route (within a 10-m radius).
4. **Remarks**:The route chosen for each cadet should be approximately 2 km.
5. **Complementary Material**:
   a. Complementary material associated with PO 422 is designed to provide opportunities for additional navigation practice, to include:
      (1) EO C422.01 (Locate a Geocache),
      (2) EO C422.02 (Create a Geocache),
      (3) EO C422.03 (Discuss Map Software),
      (4) EO C422.04 (Measure a Grid Bearing With a Protractor),
      (5) EO C422.05 (Determine Location Using Resection), and
      (6) EO C422.06 (Practice Navigation as a Member of a Small Group).
   b. Some complementary training offered in Silver Star may be selected as complementary training in the Gold Star Program, specifically EO C322.02 (Identify Factors That Impact Navigation in the Winter).
   c. When selecting complementary material from previous star levels, training staff will review the applicable performance objective, lesson specification and instructional guide.
   d. No more than nine periods in total shall be used to support EO C422.06 (Practice Navigation as a Member of a Small Group).

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**EO M422.01 – REVIEW SILVER STAR NAVIGATION**

1. **Performance**:Review Silver Star Navigation

2. **Conditions**:

   a. Given:

      (1) GPS receiver,

      (2) Topographical map,

      (3) Supervision, and

      (4) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Field setting, during daylight hours.

3. **Standard**:The cadet, as a member of a group of no more than five, shall review Silver Star navigation, to include:

   a. identifying the components of a GPS;

   b. identifying the features of a GPS receiver;

   c. setting the map datum on a GPS receiver; and

   d. identifying location using a GPS receiver, to include:

      (1) confirming that the correct coordinate system is set on the GPS receiver;

      (2) locating the geographical position screen;

      (3) reading the grid reference (GR); and

      (4) plotting the GR on the topographical map.

4. **Teaching Points**:

   a. Set up three learning stations to have the cadets:

      (1) identify how satellites, ground stations, and receivers work and the features of a GPS receiver, such as:

         (a) components, to include:

            i. antenna,

            ii. screen,

            iii. battery compartment, and

            iv. buttons; and

         (b) screens, to include:

            i. satellite status,

            ii. menu,

            iii. position,

iv. compass navigation, and

v. map;

(2) identify and set map datum from a topographical map, to include:

(a) completing the process for confirming the correct coordinate system, to include:

i. identifying Military Grid Reference System (MGRS) grid system on a topographical map;

ii. locating the grid zone designator; and

iii. confirming the 100 000-m square identifier; and

(b) locating the map datum from a topographical map and setting the map datum on a GPS receiver; and

(3) identify location using a GPS receiver, to include:

(a) confirming that the correct coordinate system is set on the GPS receiver;

(b) locating the geographical position screen;

(c) reading the GR;

(d) plotting the eight-figure GR on the topographical map.

b. Brief the cadets on the activity.

c. Start the activity.

d. Rotate the cadets through the learning stations.

e. Debrief the cadets at the end of the activity.

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 10 min |
| b. Practical Activity: | 50 min |
| c. Total: | 60 min |

6. **Substantiation**:A practical activity was chosen for this lesson as it is an interactive way for the cadets to develop navigation skills and knowledge in a safe and controlled environment. This activity contributes to the development of navigation skills and knowledge in a fun and challenging setting.

7. **References**:

a. A2-036 A-CR-CCP-121/PT-001 Director Cadets 3. (2003). *Royal Canadian army cadet reference book*. Ottawa, ON: Department of National Defence.

b. C2-142 ISBN 0-7645-6933-3 McNamara, J. (2004). *GPS for dummies*. Hoboken, NJ: Wiley Publishing, Inc.

c. C2-143 ISBN 1-58923-145-7 Featherstone, S. (2004). *Outdoor guide to using your GPS*. Chanhassen, MN: Creative Publishing International, Inc.

d. C2-144 ISBN 0-07-223171-8 Broida, R. (2004). *How to do everything with your GPS*. Emerville, CA: McGraw-Hill.

8. **Training Aids**:

    a. GPS receiver,

    b. Topographical map, and

    c. Navigation worksheet.

9. **Learning Aids**:

    a. GPS receiver,

    b. Topographical map,

    c. Navigation worksheet,

    d. Paper, and

    e. Pencil.

10. **Test Details**:Nil.

11. **Remarks**:

    a. The navigation activity will consist of three learning stations. The cadet will rotate through the stations every 15 minutes. There will be 5 minutes provided at the end of the lesson to answer questions or provide additional instruction on areas where cadets experienced difficulty.

    b. This EO shall be conducted during the bivouac field training exercise.

    c. Assistant instructors are required for this lesson, at each learning station.

    d. Topographical maps have not been provided, so the cadet can use local area topographical maps.

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**EO M422.02 – SET A MULTI-LEG ROUTE USING A GPS RECEIVER**

1. **Performance**:Set a Multi-Leg Route Using a GPS Receiver

2. **Conditions**:

   a. Given:

      (1) GPS receiver,

      (2) Four 10-figure GRs,

      (3) Supervision, and

      (4) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Field setting, during daylight hours.

3. **Standard**:IAW the GPS receiver user's manual, the cadet shall set a multi-leg route with four points of interest (POIs) using a GPS receiver by:

   a. creating four POIs;

   b. creating a route; and

   c. saving the route.

4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Identify the two types of POIs, to include:<br>a. marked, and<br>b. stored. | Interactive Lecture | 5 min | C1-178 (pp. 14–25) |
| TP2 | Explain, demonstrate and have the cadets:<br>a. identifying a POI, to include:<br>1. location,<br>2. name,<br>3. date and time, and<br>4. icon / symbol; and<br>b. creating POIs, using:<br>1. a quick mark,<br>2. a personalized mark,<br>3. a coordinate mark, and / or<br>4. a map cursor mark. | Demonstration and Performance | 20 min | C1-178 (pp. 25–29) |

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP3 | Discuss types of routes, to include:<br>a. GOTO,<br>b. multi-leg, and<br>c. backtrack. | Interactive Lecture | 5 min | C1-178 (pp. 37–46) |
| TP4 | Explain, demonstrate and have the cadets create a GOTO route by:<br>a. pressing GOTO;<br>b. using the POI database to select (highlight) the POI that will be the destination; and<br>c. pressing ENTER. | Demonstration and Performance | 15 min | C1-178 (pp. 37–38) |
| TP5 | Explain, demonstrate and have the cadets:<br>a. create a multi-leg route; and<br>b. activate / deactivate a multi-leg route. | Demonstration and Performance | 30 min | C1-178 (pp. 41–42) |
| TP6 | Demonstrate how to modify a multi-leg route by:<br>a. changing destination leg of an active route;<br>b. editing a saved route;<br>c. reversing a route; and<br>d. deleting a route. | Demonstration | 15 min | C1-178 (pp. 41–50) |
| TP7 | Explain, demonstrate and have the cadets:<br>a. create a backtrack route by; and<br>b. deactivating a backtrack route. | Demonstration and Performance | 20 min | C1-178 (p. 54) |

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 10 min |
| b. Interactive Lecture: | 10 min |
| c. Demonstration and Performance: | 85 min |
| d. Demonstration: | 15 min |
| e. Total: | 120 min |

6. **Substantiation**:

a. An interactive lecture was chosen for TPs 1 and 3 to introduce the cadets to the features available on a GPS receiver.

b. A demonstration and performance was chosen for TPs 2, 4, 5 and 7 as it allows the instructor to explain and demonstrate how to create POIs and routes while providing the cadets the opportunity to practice these skills under supervision.

c. A demonstration was chosen for TP 6 as it allows the instructor to demonstrate the process of working a GPS receiver providing the cadets with the knowledge on how these skills can be applied in the future.

7. **References**:C1-178 Thales Navigation Inc. (2004). *Magellan eXplorist 200 GPS user manual*. San Dimas, CA: Thales Navigation Inc.

8. **Training Aids**:GPS receiver.

9. **Learning Aids**:GPS receiver.

10. **Test Details**:This lesson is assessed IAW Chapter 3, Annex B, 422 PC.

11. **Remarks**:

    a. For specific instruction on use of GPS receiver models, refer to the user's manual.

    b. This EO shall be conducted during the allocated bivouac field training exercise.

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**EO M422.03 – FOLLOW A MULTI-LEG ROUTE USING A GPS RECEIVER**

1. **Performance**:Follow a Multi-Leg Route Using a GPS Receiver

2. **Conditions**:

   a. Given:

      (1) GPS receiver,

      (2) Start point,

      (3) Three POIs,

      (4) Supervision, and

      (5) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Field setting, during daylight hours.

3. **Standard**:IAW the GPS receiver user's manual, the cadet, in a group of no more than four, shall follow a multi-leg route using a GPS receiver.

4. **Teaching Points**:

   a. Brief the cadets prior to the start of the activity, to include an explanation of:

      (1) the objectives and the importance of the activity;

      (2) the coordinates they will require to input their routes, including start and end points and the POIs; and

      (3) any safety guidelines that must be followed while performing the activity.

   b. Have the cadets follow a multi-leg route using a GPS receiver by:

      (1) confirming that the GPS receiver is set to the correct coordinate system;

      (2) confirming that the correct map datum is set;

      (3) marking the start point, using a personalized mark;

      (4) establishing three POIs using coordinate marks;

      (5) creating a multi-leg route;

      (6) activating the route; and

      (7) navigating to each POI along the set route using the GPS receiver (within a 10-m radius).

   c. Debrief the cadets by asking:

      (1) how they felt about the activity;

      (2) what part of the activity they found difficult;

      (3) what they felt they accomplished; and

      (4) what they would try to improve if given the chance to complete the activity again.

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 10 min |
| b. Practical Activity: | 80 min |
| c. Total: | 90 min |

6. **Substantiation**:A practical activity was chosen for this lesson as it is an interactive way to allow cadets to experience following a multi-leg route using a GPS receiver in a safe and controlled environment.

7. **References**:C1-178 Thales Navigation Inc. (2004). *Magellan eXplorist 200 GPS user manual*. San Dimas, CA: Thales Navigation Inc.

8. **Training Aids**:GPS receiver.

9. **Learning Aids**:

   a. GPS receiver,

   b. Compass,

   c. Topographical map of the local area,

   d. Whistle, and

   e. Input a Multi-Leg Route in the Magellan eXplorist 200 GPS Receiver handout.

10. **Test Details**:This lesson is assessed IAW Chapter 3, Annex B, 422 PC.

11. **Remarks**:

    a. This EO shall be conducted during the allocated bivouac field training exercise.

    b. Additional instructors will be required to supervise the cadets while participating in the activity. Assistant instructors shall be randomly placed along the route to assist cadets.

    c. The type of GPS receiver may vary, refer to the owner's manual for instructions and proper methods of use.

**EO C422.01 – LOCATE A GEOCACHE**

1. **Performance**:Locate a Geocache
2. **Conditions**:
   a. Given:
      (1) GPS receiver,
      (2) Geocache location coordinates,
      (3) Supervision, and
      (4) Assistance as required.
   b. Denied: Nil.
   c. Environmental: Field setting, during daylight hours.
3. **Standard**:IAW the GPS receiver user's manual, the cadet, in a group of three, shall:
   a. confirm the GPS receiver is set to the correct coordinate system;
   b. confirm the correct map datum is set;
   c. establish the geocache POI;
   d. create a GOTO route;
   e. navigate to the geocache;
   f. search for the geocache; and
   g. locate the geocache.
4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Describe the sport of geocaching, to include:<br>a. definition,<br>b. origin, and<br>c. equipment required. | Interactive Lecture | 5 min | C2-142 (pp. 117–125) |
| TP2 | Have the cadets, in pairs, locate a geocache by:<br>a. setting up the GPS receiver by:<br>1. confirming that the correct coordinate system is set; and<br>2. confirming the correct map datum is set;<br>b. creating a POI from a coordinate mark; and<br>c. navigating to the geocache by:<br>1. selecting a GOTO route;<br>2. choosing the geocache POI;<br>3. navigating to the area; | Practical Activity | 20 min | C1-178 (pp. 25–50) |

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| | 4. searching the area of the POI for the geocache; and<br>5. locating the geocache. | | | |

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 5 min |
| b. Interactive Lecture: | 5 min |
| c. Practical Activity: | 20 min |
| d. Total: | 30 min |

6. **Substantiation**:

   a. An interactive lecture was chosen for TP 1 to introduce the cadets to geocaching.

   b. A practical activity was chosen for TP 2 as it is an interactive way for the cadets to locate a geocache and increase their GPS receiver navigation skills in a safe, controlled environment. This activity contributes to the development of navigation skills and knowledge in a fun and challenging setting.

7. **References**:

   a. C1-178 Thales Navigation Inc. (2004). *Magellan eXplorist 200 GPS user manual*. San Dimas, CA: Thales Navigation Inc.

   b. C2-142 ISBN 0-7645-6933-3 McNamara, J. (2004). *GPS for dummies*. Hoboken, NJ: Wiley Publishing, Inc.

8. **Training Aids**:

   a. GPS receiver, and

   b. Geocache.

9. **Learning Aids**:

   a. GPS receiver,

   b. Compass,

   c. Topographical map of the area,

   d. Geocache.

10. **Test Details**:Nil.

11. **Remarks**:The instructor is to create a sample geocache, select a location in the vicinity of the class, place the geocache and mark the coordinates prior to conducting this lesson.

**EO C422.02 – CREATE A GEOCACHE**

1. **Performance**:Create a Geocache
2. **Conditions**:
   a. Given:
      (1) Supervision, and
      (2) Assistance as required.
   b. Denied: Nil.
   c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard**:The cadet, in a group of no more than three, shall:
   a. prepare a geocache;
   b. select a location; and
   c. maintain the geocache.
4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Identify factors to consider when selecting a container to store a geocache, to include:<br>a. characteristics, to include:<br>1. durability,<br>2. size, to include:<br>(a) micro,<br>(b) small,<br>(c) regular, and<br>(d) large;<br>3. colour; and<br>b. contents, to include:<br>1. visitor register,<br>2. pen or pencil,<br>3. trinkets or treasures,<br>4. resealable plastic bag, and<br>5. identifying information, to include:<br>(a) geocache information sheet, and<br>(b) official geocache label. | Interactive Lecture | 5 min | C2-142 (pp. 133–135) |

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP2 | Describe geocache locations, to include:<br>a. locations a geocache should be placed, to include:<br>1. in the vicinity of a unique feature;<br>2. in a location where there is incredible scenery or a gorgeous view; and<br>3. in a location that provides a significant challenge; and<br>b. locations where a geocache should not be placed, to include:<br>1. on private property without the owners permission,<br>2. underground,<br>3. in environmentally sensitive areas,<br>4. in national parks or designated wilderness areas,<br>5. within 46 m (150 feet) of railroad tracks,<br>6. anywhere that might cause concerns about possible terrorist activities, and<br>7. within 160 m (one-tenth of a mile) of another geocache. | Interactive Lecture | 10 min | C2-142 (pp. 134–136) |
| TP3 | Identify how to submit a geocache to a website, to include:<br>a. accessing geocache websites;<br>b. registering the geocache by submitting the geocache information, to include:<br>1. geocache type,<br>2. geocache size,<br>3. nickname,<br>4. date placed,<br>5. coordinates,<br>6. location,<br>7. difficulty rating,<br>8. terrain rating,<br>9. short description,<br>10. long description, and<br>11. trackable items; and<br>c. maintaining the geocache by:<br>1. servicing the geocache; and<br>2. overseeing posted blogs. | Interactive Lecture | 10 min | C2-142 (pp. 137–139) |

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 5 min |
| b. Interactive Lecture: | 25 min |
| c. Total: | 30 min |

6. **Substantiation**:An interactive lecture was chosen for this lesson to introduce the cadets to creating a geocache.

7. **References**:C2-142 ISBN 0-7645-6933-3 McNamara, J. (2004). *GPS for dummies*. Hoboken, NJ: Wiley Publishing, Inc.

8. **Training Aids**:

   a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,

   b. Container and contents, and

   c. Notebook.

9. **Learning Aids**:

   a. Container and contents, and

   b. Notebook.

10. **Test Details**:Nil.

11. **Remarks**:

    a. Print a list of local geocaches from a website (eg, www.geocaching.com) illustrating the information from an established geocache.

    b. EO C422.01 (Locate a Geocache) shall be completed prior to conducting this lesson.

    c. Time has not been allocated during this lesson for the cadets to create a geocache. A geocaching activity has been developed as an option in EO C422.06 (Practice Navigation as a Member of a Small Group). Corps are strongly encouraged to use these complementary periods to create and locate geocaches.

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**EO C422.03 – DISCUSS MAP SOFTWARE**

1. **Performance**:Discuss Map Software

2. **Conditions**:

   a. Given:

      (1) Supervision, and

      (2) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**:The cadet shall discuss map software, to include:

   a. GPS manufacturer software, and

   b. web-based software.

4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Describe GPS manufacturer software features, to include:<br>a. setting POIs;<br>b. printing maps on a personal computer;<br>c. uploading maps, waypoints, routes and tracks to GPS receivers; and<br>d. downloading GPS data to a personal computer. | Interactive Lecture | 15 min | C2-142 (pp. 169–173) |
| TP2 | Describe web-based resources. | Interactive Lecture | 10 min | |

5. **Time**:

   a. Introduction / Conclusion: 5 min
   b. Interactive Lecture: 25 min
   c. Total: 30 min

6. **Substantiation**:An interactive lecture was chosen for this lesson to introduce the cadets to map software for GPS receivers.

7. **References**:C2-142 ISBN 0-7645-6933-3 McNamara, J. (2004). *GPS for dummies*. Hoboken, NJ: Wiley Publishing, Inc.

8. **Training Aids**:

   a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,

   b. Computer(s), and

   c. Mapping software and / or Internet access.

9. **Learning Aids**:Nil.
10. **Test Details**:Nil.
11. **Remarks**:Nil.

**EO C422.04 – MEASURE A GRID BEARING WITH A PROTRACTOR**

1. **Performance**:Measure a Grid Bearing With a Protractor
2. **Conditions**:
   a. Given:
      (1) Protractor,
      (2) Topographical map of the area being used,
      (3) Six-figure GR for start and finish points,
      (4) Grid and magnetic bearings,
      (5) Supervision, and
      (6) Assistance as required.
   b. Denied: Nil.
   c. Environmental: Field setting, during daylight hours.
3. **Standard**:The cadet shall measure a grid bearing by:
   a. plotting the six-figure GR start and finish points by:
      (1) sharpening a pencil;
      (2) identifying the start GR and marking it as point A;
      (3) identifying the finish GR and marking it as point B;
      (4) drawing a straight line from point A to point B; and
      (5) extending the plotting ray and marking the direction of travel;
   b. placing the protractor on the map by:
      (1) ensuring the centre hole is on the plotting ray;
      (2) orienting zero mils to the top of the map; and
      (3) ensuring the mils scale is placed east or west of the grid lines;
   c. aligning the protractor parallel to the eastings by:
      (1) sliding the centre hole along the plotting ray; and
      (2) matching the vertical line on the protractor with an easting line; and
   d. reading the bearing at the point where the plotting ray crosses the protractor by:
      (1) finding and reading the grid bearing off the protractor on the mils scale;
      (2) determining which bearing is the correct one; and
      (3) recording the bearing.

4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Describe the features of a protrator, to include:<br>a. 1 : 50 000 scale romer,<br>b. 1 : 25 000 scale romer,<br>c. a hole in each romer for plotting GRs,<br>d. conversion scale,<br>e. graduations in mils (outside edge),<br>f. graduations in degrees (outside edge),<br>g. 1 : 50 000 scale for measuring distance,<br>h. 1 : 25 000 scale for measuring distance,<br>i. centre lines (vertical and horizontal),<br>j. a centre hole, and<br>k. scales for measuring distance. | Interactive Lecture | 10 min | A2-041 (pp. 40–41) |
| TP2 | Explain, demonstrate and have the cadets measure a grid bearing with a protractor by:<br>a. plotting the six-figure GR start and finish points by:<br>1. sharpening a pencil;<br>2. identifying the start GR and marking it as point A;<br>3. identifying the finish GR and marking it as point B;<br>4. drawing a straight line from point A to point B; and<br>5. extending the plotting ray and marking the direction of travel;<br>b. placing the protractor on the map by:<br>1. ensuring the centre hole is on the plotting ray;<br>2. orienting zero mils to the top of the map; and<br>3. ensuring the mils scale is placed east or west of the grid lines;<br>c. aligning the protractor parallel to the eastings by:<br>1. sliding the centre hole along the plotting ray; and<br>2. matching the vertical line on the protractor with an easting line; and | Demonstration and Performance | 20 min | A2-041 (pp. 52–54)<br>C2-041 (p. 53) |

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| | d. reading the bearing at the point where the plotting ray crosses the protractor by:<br>1. finding and reading the grid bearing off the protractor on the mils scale;<br>2. determining which bearing is the correct one; and<br>3. recording the bearing. | | | |
| TP3 | Conduct an activity where the cadets will demonstrate the effects of magnetic declination adjustment. | Practical Activity | 30 min | |
| TP4 | Explain, demonstrate and have the cadets convert bearings from:<br>a. grid to magnetic by:<br>1. calculating the current magnetic declination;<br>2. adjusting for magnetic declination; and<br>3. listing the magnetic bearing; and<br>b. magnetic to grid by:<br>1. calculating the current magnetic declination;<br>2. adjusting for magnetic declination; and<br>3. listing the grid bearing. | Demonstration and Performance | 20 min | A2-041 (pp. 52–58) |

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 10 min |
| b. Interactive Lecture: | 10 min |
| c. Demonstration and Performance: | 40 min |
| d. Practical Activity: | 30 min |
| e. Total: | 90 min |

6. **Substantiation**:

   a. An interactive lecture was chosen for TP 1 to introduce the cadets to the features of a protractor.

   b. A demonstration and performance was chosen for TPs 2 and 4 as it allows the instructor to explain and demonstrate the skill of measuring grid bearings with a protractor and converting bearings while providing an opportunity for the cadets to practice the skill under supervision.

   c. A practical activity was chosen for TP 3 as it is an interactive way to allow cadets to experience following a magnetic bearing in a safe and controlled environment.

7. **References**:

   a. A2-041 B-GL-382-005/PT-001 Directorate of Army Doctrine 8. (2006). *Maps, field sketching, compasses and the global positioning system*. Ottawa, ON: Department of National Defence.

   b. C2-041 ISBN 0-07-136110-3 Seidman, D., & Cleveland, P. (1995). *The essential wilderness navigator*. Camden, ME: Ragged Mountain Press.

8. **Training Aids**:
    a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
    b. Protractor,
    c. Topographical map of the area being used,
    d. Grid and magnetic bearings,
    e. Pencil sharpener, and
    f. Six-figure GR for start and finish points.
9. **Learning Aids**:
    a. Protractor,
    b. Topographical map of the area being used,
    c. Grid and magnetic bearings,
    d. Six-figure GR for start and finish points, and
    e. Pencil.
10. **Test Details**:Nil.
11. **Remarks**:Topographical maps can be requested through RCSU.

**EO C422.05 – DETERMINE LOCATION USING RESECTION**

1. **Performance**:Determine Location Using Resection

2. **Conditions**:

   a. Given:

      (1) Topographical map of the area being used,

      (2) Compass,

      (3) Pencil,

      (4) Supervision, and

      (5) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Field setting, during daylight hours.

3. **Standard**:IAW B-GL-382-005/PT-00, *Maps, Field Sketching, Compasses and the Global Positioning System*, the cadet shall determine their location using resection, within +/- 500 m.

4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Explain, demonstrate and have the cadets determine their location using resection by:<br>a. calculating the current declination of the topographical map;<br>b. setting the current declination on the compass;<br>c. locating three prominent objects;<br>d. identifying the location of the three prominent objects on the topographical map;<br>e. marking the three prominent objects on the topographical map;<br>f. determining the magnetic bearing to each prominent object using a compass;<br>g. determining the back bearing for each prominent object;<br>h. plotting each back bearing on the topographical map by:<br>1. placing the compass on the topographical map and pointing it in the direction of travel;<br>2. lining up the meridian lines on the compass with the easting lines on the map by rotating the compass, ensuring that the edge of the compass is always in contact with the prominent object; | Demonstration and Performance | 50 min | A2-041 (pp. 78–84) |

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| | 3. drawing a line along the edge of the compass extending from the object in the direction of the back bearing; and<br>4. repeating Steps 1–3 for the remaining prominent objects; and<br>i. determining location based on the intersection of the lines or the centre of the triangle created. | | | |

5. **Time**:

a. Introduction / Conclusion: 10 min
b. Demonstration and Performance: 50 min
c. Total: 60 min

6. **Substantiation**:A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill of determining location using resection while providing an opportunity for the cadets to practice the skill under supervision.

7. **References**:A2-041 B-GL-382-005/PT-001 Directorate of Army Doctrine 8. (2006). *Maps, field sketching, compasses and the global positioning system*. Ottawa, ON: Department of National Defence.

8. **Training Aids**:

a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,

b. Topographical map of the area being used,

c. Compass,

d. Pencil sharpener, and

e. Pencil.

9. **Learning Aids**:

a. Topographical map of the area being used,

b. Compass, and

c. Pencil.

10. **Test Details**:Nil.

11. **Remarks**:Nil.

**EO C422.06 – PRACTICE NAVIGATION AS A MEMBER OF A SMALL GROUP**

1. **Performance**:Practice Navigation as a Member of a Small Group

2. **Conditions**:

   a. Given:

      (1) A prepared route,

      (2) Topographical map of the area being used,

      (3) Compass,

      (4) GPS receiver,

      (5) Pencil,

      (6) Supervision, and

      (7) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Field setting, during daylight hours.

3. **Standard**:The cadet, as a member of a group of no more than four, shall practice navigation using a GPS receiver.

4. **Teaching Points**:The navigation activity should be structured as follows:

   a. Conduct a safety briefing to include an explanation of:

      (1) actions to be taken if a cadet becomes lost;

      (2) time limits for the activity;

      (3) boundaries;

      (4) rules and safety procedures for the activity; and

      (5) a narrative of the specific activity being conducted.

   b. Have the cadets, as members of a group of no more than four, participate in a navigation activity that will allow them to set and follow routes using a GPS receiver by:

      (1) inputting GRs into a GPS receiver;

      (2) linking POIs to establish a route in the GPS receiver; and

      (3) following the GPS receiver to each POI along the route.

   c. Conduct a debriefing where the cadets may be asked:

      (1) how they felt about the activity;

      (2) what they felt they accomplished;

      (3) what they would try to improve on if given the opportunity to complete the activity again; and

      (4) what they learned about using a GPS with a map.

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 10 min |
| b. Practical Activity: | 80 min |
| c. Subtotal: | 90 min |
| d. Total (three sessions): | 270 min |

6. **Substantiation**:A practical activity was chosen for this lesson as it is an interactive way to allow the cadets to experience navigation by setting and following a route using a GPS receiver, in a safe and controlled environment. This activity contributes to physical fitness and to the development of navigation skills and knowledge in a fun and challenging setting.

7. **References**:

   a. A2-036 A-CR-CCP-121/PT-001 Director Cadets 3. (2003). *Royal Canadian Army Cadet reference book*. Ottawa, ON: Department of National Defence.

   b. A2-041 B-GL-382-005/PT-001 Directorate of Army Doctrine 8. (2006). *Maps, field sketching, compasses and the global positioning system*. Ottawa, ON: Department of National Defence.

   c. C1-178 Thales Navigation Inc. (2004). *Magellan eXplorist 200 GPS user manual*. San Dimas, CA: Thales Navigation Inc.

   d. C2-142 ISBN 0-7645-6933-3 McNamara, J. (2004). *GPS for dummies*. Hoboken, NJ: Wiley Publishing, Inc.

8. **Training Aids**:

   a. A prepared route,

   b. Topographical map of the area being used,

   c. Compass,

   d. GPS receiver, and

   e. Pencil sharpener.

9. **Learning Aids**:

   a. A prepared route,

   b. Topographical map of the area being used,

   c. Compass,

   d. GPS receiver,

   e. Whistle, and

   f. Pencil.

10. **Test Details**:Nil.

11. **Remarks**:

   a. If a different GPS receiver is being used for the navigation exercise, refer to the user manual for that receiver.

   b. This EO may be conducted in conjunction with Green and Red Star map and compass practice (eg, EO C122.01 [Practice Navigation as a Member of a Small Group] and EO C222.01 [Practice

Navigation Using a Map and Compass]). When the Green and Red Star cadets practice using a map and compass, the Gold Star cadets use the GPS receiver.

c. This complementary activity can be carried out as nine periods during a supported day or over three sessions of three periods each, to a maximum of nine periods.

d. This activity provides opportunities for cadets to complete a leadership assignment as outlined in PO 403 (Act as a Team Leader).

e. Assistant instructors are required for this lesson.

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## SECTION 16

## PO 423 – TREKKING

1. **Complementary Material**:

   a. Some complementary training offered in previous levels in PO X23 (Trekking) may be selected as complementary training in the Gold Star Program, specifically:

      (1) EO C123.01 (Participate in Adventure Training),

      (2) EO C123.02 (Adhere to March Discipline), and

      (3) EO C123.03 (Participate in Snowshoeing).

   b. When selecting complementary material from previous star levels, training staff will review the applicable performance objective, lesson specification, and instructional guide.

   c. Where some cadets have already received this training, instruction and training should be developped by considering leadership opportunities for those cadets.

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## SECTION 17

## PO 424 – EMPLOY NATURAL RESOURCES IN A SURVIVAL SITUATION

1. **Performance**:Employ Natural Resources in a Survival Situation

2. **Conditions**:

   a. Given:

      (1) Survival knife,

      (2) Supervision, and

      (3) Assistance.

   b. Environmental: Field setting.

3. **Standard**:The cadet will employ natural resources in a survival situation by:

   a. assessing available resources; and

   b. weaving 0.5-m (1.5-feet) of cordage.

4. **Remarks**:A survival knife has a fixed blade, is fully tanged (where the blade is secured in the handle) and made of stainless steel. The length of the blade can range from 10–15 cm (4–6 inches) and between 0.4–0.6 cm (5 / 32 to 8 / 32 inches) in width.

5. **Complementary Material**:

   a. Complementary material associated with PO 424 is designed to provide opportunities for additional survival training, to include:

      (1) EO C424.01 (Whittle Wood),

      (2) EO C424.02 (Boil Water Using Heated Rocks),

      (3) EO C424.03 (Employ Cattails), and

      (4) EO C424.04 (Prepare Remedies for Common Aliments Using Medicinal Plants).

   b. Some complementary training offered in Silver Star may be selected as complementary training in the Gold Star Program, specifically:

      (1) EO C324.01 (Identify Animal and Insect Food Sources),

      (2) EO C324.02 (Construct Snares),

      (3) EO C324.03 (Catch a Fish),

      (4) EO C324.04 (Collect Edible Plants), and

      (5) EO C324.05 (Prepare a Meal From Food Sources).

   c. When selecting complementary material from previous star levels, training staff will review the applicable performance objective, lesson specification and instructional guide. When completing EOs C324.03 (Catch a Fish) and C324.05 (Prepare a Meal From Food Sources), ensure provincial / territorial licensing regulations are followed when fishing / catching game.

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**EO M424.01 – SHARPEN A SURVIVAL KNIFE**

1. **Performance**:Sharpen a Survival Knife
2. **Conditions**:
   a. Given:
      (1) Survival knife,
      (2) Sharpening stone,
      (3) Lubricating oil,
      (4) Cleaning cloths / rags,
      (5) Supervision, and
      (6) Assistance as required.
   b. Denied: Nil.
   c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard**:The cadet shall sharpen a survival knife with a sharpening stone by:
   a. lubricating the sharpening stone;
   b. laying the sharpening stone on a flat surface;
   c. holding the survival knife by the handle;
   d. determining the sharpening angle of the knife blade;
   e. applying pressure to the blade while pushing it in a circular motion on the sharpening stone;
   f. turning the survival knife over and sharpening the other side;
   g. checking to ensure the survival knife is sharp;
   h. repeating to sharpen on both sides, if required; and
   i. cleaning the survival knife.
4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Identify types of knives, to include:<br>a. folding blade,<br>b. fixed blade, and<br>c. multi-purpose. | Interactive Lecture | 5 min | C0-111 (pp. 594–597)<br>C2-008 (pp. 33–35) |
| TP2 | Describe the parts of a survival knife, to include:<br>a. blade,<br>b. cutting edge,<br>c. tip or point,<br>d. back, | Interactive Lecture | 5 min | C0-111 (pp. 595–597) |

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| | e. handle,<br>f. tang,<br>g. scale or slab,<br>h. butt plate or pommel,<br>i. pins or rivets,<br>j. shank,<br>k. spacers,<br>l. hilt,<br>m. finger grips, and<br>n. hollow grind. | | | |
| TP3 | Describe the characteristics of a survival knife, to include:<br>a. length of the blade,<br>b. width of the blade,<br>c. composition of the blade, to include:<br>1. carbon steel, and<br>2. stainless steel;<br>d. length of tang, to include:<br>1. full tang, and<br>2. narrow tang; and<br>e. composition of the handle. | Interactive Lecture | 5 min | C0-111 (pp. 595–597)<br>C2-008 (pp. 33–35)<br>C2-225 |
| TP4 | Explain the care and maintenance of a survival knife, to include:<br>a. practicing proper usage;<br>b. cleaning;<br>c. storing; and<br>d. sharpening. | Interactive Lecture | 5 min | C0-111 (pp. 595– 596) |
| TP5 | Explain, demonstrate and have the cadets sharpen a survival knife, by:<br>a. lubricating the sharpening stone;<br>b. laying the sharpening stone on a flat surface;<br>c. holding the survival knife by the handle;<br>d. determining the sharpening angle of the knife blade;<br>e. applying pressure to the blade while pushing it in a circular motion on the sharpening stone;<br>f. turning the survival knife over and sharpening the other side; | Demonstration and Performance | 30 min | C0-111 (p. 596)<br>C2-008 (p. 35) |

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| | g. checking to ensure the survival knife is sharp by:<br>1. rubbing the thumb lightly across the blade;<br>2. cutting a piece of paper without ripping or tearing; or<br>3. slicing fruit with ease;<br>h. repeating sharpening on both sides, if required, until desired sharpness is achieved; and<br>i. cleaning the survival knife.<br>Note: Focus shall be placed on safety while using the survival knife. | | | |

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 10 min |
| b. Interactive Lecture: | 20 min |
| c. Demonstration and Performance: | 30 min |
| d. Total: | 60 min |

6. **Substantiation**:

   a. An interactive lecture was chosen for TPs 1–4 to introduce the cadets to a survival knife and how to care for and maintain a survival knife.

   b. A demonstration and performance was chosen for TP 5 as it allows the instructor to explain and demonstrate sharpening a survival knife while providing the cadets the opportunity to practice these skills under supervision.

7. **References**:

   a. C0-111 ISBN 978-0-9740820-2-8 Tawrell, P. (2006). *Camping and wilderness survival* (2nd ed.). Lebanon, NH: Author.

   b. C2-008 ISBN 0-00-653140-7 Wiseman, J. (1999). *The SAS survival handbook*. Hammersmith, London: HarperCollins Publishers.

   c. C2-225 Fontaine, R. *Survival topics: Your online survival kit!* Retrieved February 11, 2009, from http://www.survivaltopics.com/survival/how-to-choose-a-survival-knife/

8. **Training Aids**:

   a. Folding knife,

   b. Survival knife,

   c. Multi-purpose knife,

   d. Sharpening stone,

   e. Sharpening steel,

   f. Lubricating oil,

   g. Water,

h. Soap, and

i. Container.

9. **Learning Aids**:

a. Survival knife,

b. Sharpening stone, and

c. Lubricating oil.

10. **Test Details**:Nil.

11. **Remarks**:

a. This EO shall be conducted prior to the bivouac field training exercise.

b. The instructor shall remind the cadet to use the survival knife in a safe manner. Caution the cadet when working the blade on a sharpening stone. If it is dark, make sure a source of light is positioned nearby.

**EO M424.02 – EMPLOY THE IMPROVISING PROCESS**

1. **Performance**:Employ the Improvising Process
2. **Conditions**:
   a. Given:
      (1) Scenario,
      (2) Supervision, and
      (3) Assistance as required.
   b. Denied: Nil.
   c. Environmental: Field setting.
3. **Standard**:The cadet shall employ the improvising process, to include:
   a. determining items needed for survival;
   b. identifying available resources;
   c. considering options available;
   d. selecting a survival item to improvise;
   e. constructing the survival item; and
   f. repeating the process for other survival items, as required.
4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Review techniques for survival, to include:<br>a. the STOP procedure, to include:<br>1. sitting,<br>2. thinking,<br>3. observing, and<br>4. planning;<br>b. the five elements of survival, to include:<br>1. attitude,<br>2. shelter,<br>3. water,<br>4. fire, and<br>5. food; and<br>c. the seven enemies of survival, to include:<br>1. cold,<br>2. pain,<br>3. thirst,<br>4. hunger, | Interactive Lecture | 5 min | C2-016 (pp. 238–240, pp. 250–251)<br>C2-069 (pp. 21–22)<br>C2-148 (pp. 268– 269) |

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| | 5. fatigue, and<br>6. boredom and loneliness; | | | |
| TP2 | Conduct a scenario-based activity where the cadets will employ the improvising process, to include:<br>a. determining items needed for survival;<br>b. identifying available resources, to include:<br>1. natural, and<br>2. man-made;<br>c. considering options available;<br>d. selecting a survival item to improvise;<br>e. constructing the survival item; and<br>f. repeating the process for other survival items, as required. | Practical Activity | 20 min | C2-148 (pp. 268– 269) |

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 5 min |
| b. Interactive Lecture: | 5 min |
| c. Practical Activity: | 20 min |
| d. Total: | 30 min |

6. **Substantiation**:

   a. An interactive lecture was chosen for TP 1 to review techniques for survival and to generate interest.

   b. A practical activity was chosen for TP 2 as it is an interactive way to introduce cadets to the improvising process. This activity contributes to the development of survival skills and knowledge in a fun and challenging setting.

7. **References**:

   a. C2-016 ISBN 0-517-88783-5 Curtis, R. (1998). *The backpacker's field manual: A comprehensive guide to mastering backcountry skills*. New York, NY: Three Rivers Press.

   b. C2-069 ISBN 0-9694132-0-3 Gino (G.F.) Ferri, Ph. D (2000). *The Psychology of Wilderness Survival*. Hanover, Ontario: Skyway Printing.

   c. C2-148 ISBN 978-0-8117-3292-5 Davenport, G. (2006). *Wilderness survival*. Mechanicsburg, PA: Stackpole Books.

8. **Training Aids**:Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area.

9. **Learning Aids**:Nil.

10. **Test Details**:Nil.

11. **Remarks**:This EO shall be conducted during the allocated bivouac field training exercise.

**EO M424.03 – WEAVE CORDAGE**

1. **Performance**:Weave Cordage

2. **Conditions**:

   a. Given:

      (1) Survival knife,

      (2) Supervision, and

      (3) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Field setting.

3. **Standard**:The cadet shall:

   a. make cordage by:

      (1) gathering raw materials; and

      (2) wrapping the raw materials into a 1-m (3-foot) long continuous cord; and

   b. weave cordage into a 0.5-m (1.5-foot) one-strand braid (simple wrap) by:

      (1) holding one end of the cordage between the thumb and forefinger of the non-dominant hand;

      (2) rolling the cordage with the palm of the dominant hand in one direction on the thigh until tight;

      (3) grasping the other end of the cordage;

      (4) placing the middle of the cordage between the teeth;

      (5) bringing both ends of the cordage together;

      (6) holding the ends of the cordage tightly together in one hand;

      (7) releasing the cordage from between the teeth to create the braid;

      (8) tightening the braid; and

      (9) tying an overhand knot at the end of the cordage.

4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Identify the uses for cordage, to include:<br>a. lashing materials together;<br>b. binding materials;<br>c. making snares;<br>d. hanging food;<br>e. hanging items;<br>f. contructing water carrying devices;<br>g. making shelter; | Interactive Lecture | 5 min | C2-068 (pp. 241–244) |

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| | h. constructing clothing; and<br>i. sewing items together. | | | |
| TP2 | Identify the characteristics of cordage materials, to include:<br>a. length of the fibre,<br>b. strength of the fibre,<br>c. pliability of the fibre, and<br>d. availability of grip on the fibre. | Interactive Lecture | 5 min | C2-008 (pp. 319– 320) |
| TP3 | Explain, demonstrate and have the cadets select cordage materials, to include:<br>a. trees,<br>b. stalks,<br>c. leaves,<br>d. roots, and<br>e. miscellaneous materials, to include:<br>1. rushes / sedges / grasses,<br>2. animal sinew, and<br>3. animal hair. | Demonstration and Performance | 20 min | C2-008 (pp. 319– 320)<br>C2-068 (pp. 241–243)<br>C2-148 (p. 269) |
| TP4 | Explain, demonstrate and have the cadet construct cordage from the selected materials by wrapping the raw materials into a 1-m (3-foot) long continuous cord. | Demonstration and Performance | 20 min | C2-068 (pp. 241–244)<br>C2-148 (p. 269) |
| TP5 | Explain, demonstrate and have the cadets weave cordage into a 0.5-m (1.5-foot) one-strand braid (simple wrap) by:<br>a. holding one end of the cordage between the thumb and forefinger of the non-dominant hand;<br>b. rolling the cordage with the palm of the dominant hand in one direction on the thigh until tight;<br>c. grasping the other end of the cordage;<br>d. placing the middle of the cordage between the teeth;<br>e. bringing both ends of the cordage together;<br>f. holding the ends of the cordage tightly together in one hand;<br>g. releasing the cordage from between the teeth to create the braid;<br>h. tightening the braid; and<br>i. tying an overhand knot at the end of the cordage. | Demonstration and Performance | 30 min | C2-068 (pp. 242–244)<br>C2-148 (pp. 269–271) |

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 10 min |
| b. Interactive Lecture: | 10 min |
| c. Demonstration and Performance: | 70 min |
| d. Total: | 90 min |

6. **Substantiation**:

   a. An interactive lecture was chosen for TPs 1 and 2 as it introduces the cadets to the characteristics and many uses of cordage.

   b. A demonstration and performance was chosen for TPs 3–5 as it allows the instructor to explain and demonstrate making and weaving cordage while providing an opportunity for the cadets to practice this skill under supervision.

7. **References**:

   a. C2-008 ISBN 0-00-653140-7 Wiseman, J. (1999). *The SAS survival handbook*. Hammersmith, London: HarperCollins Publishers.

   b. C2-068 ISBN 0-425-10572-5 Brown, T., Jr., & Morgan, B. (1983). *Tom Brown's field guide: Wilderness survival*. New York, NY: The Berkley Publishing Group.

   c. C2-148 ISBN 978-0-8117-3292-5 Davenport, G. (2006). *Wilderness survival*. Mechanicsburg, PA: Stackpole Books.

8. **Training Aids**:

   a. Natural resources, and

   b. Survival knife.

9. **Learning Aids**:

   a. Natural resources, and

   b. Survival knife.

10. **Test Details**:This lesson is assessed IAW Chapter 3, Annex B, 424 PC.

11. **Remarks**:Select an area where the raw materials required for this EO may be found. If that is not possible, gather enough raw materials, for each cadet, from an alternate location and bring them to the area.

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**EO C424.01 – WHITTLE WOOD**

1. **Performance**:Whittle Wood
2. **Conditions**:
   a. Given:
      (1) Survival knife,
      (2) Supervision, and
      (3) Assistance as required.
   b. Denied: Nil.
   c. Environmental: Field setting.
3. **Standard**:The cadet shall whittle wood to create a whistle.
4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Define whittling. | Interactive Lecture | 5 min | C2-256 (pp. 1–2) |
| TP2 | Discuss items that can be whittled out of wood, such as:<br>a. a walking stick,<br>b. a splint,<br>c. a hunting spear,<br>d. a sling shot,<br>e. a fire poker,<br>f. a whistle, and<br>g. utensils, to include:<br>1. spoon,<br>2. spreader,<br>3. fork, and<br>4. knife. | Group Discussion | 10 min | C2-256 (p. 11, p. 19, p. 23, p. 29, p. 35, p. 81, p. 85, p. 89) |
| TP3 | Explain how to whittle wood using a survival knife, to include:<br>a. identifying basic cutting strokes, to include:<br>1. straightaway cutting;<br>2. draw cutting;<br>3. thumb pushing; and<br>4. shoulder and latissimus pulling; and | Interactive Lecture | 10 min | C2-228<br>C2-256 (p. 10)<br>C2-257 (p. 20) |

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| | b. identifying the whittling process, to include:<br>1. determining an object to whittle;<br>2. selecting a piece of wood;<br>3. ensuring the survival knife is sharp;<br>4. marking the outline, if required; and<br>5. whittling the wood into the object. | | | |
| TP4 | Explain, demonstrate and have the cadets whittle a whistle using a survival knife.<br>Note: Focus shall be placed on safety while using the survival knife. | Practical Activity | 55 min | C2-256 (pp. 89–92) |

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 10 min |
| b. Interactive Lecture: | 15 min |
| c. Group Discussion: | 10 min |
| d. Practical Activity: | 55 min |
| e. Total: | 90 min |

6. **Substantiation**:

   a. An interactive lecture was chosen for TPs 1 and 3 as it introduces the cadets to the craft of whittling wood using a survival knife.

   b. A group discussion was chosen for TP 2 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings on the many survival items that may be crafted by whittling wood using a survival knife. Sharing in the discussion encourages the cadets to examine their own thoughts and may prompt them to re-think their previously held ideas. Participating in a group discussion improves the cadets' listening skills and team development.

   c. A practical activity was chosen for TP 4 as it is an interactive way to allow the cadets to whittle wood in a safe and controlled environment. This activity contributes to the development of survival skills and knowledge in a fun and challenging setting.

7. **References**:

   a. C2-228 eHow Hobbies, Games & Toys Editor. (2009). *How to whittle*. Retrieved February 13, 2009, from http://www.eHow.com/how_11286_whittle.html

   b. C2-256 ISBN 978-1-56523-274-7 Lubkemann, C. (2005). *The little book of whittling*. Petersburg, PA: Fox Chapel Publishing, Inc.

   c. C2-257 ISBN 0-918804-53-1 (1986). *Fine wood working on hand tools*. Newtown, CT: The Taunton Press, Inc.

8. **Training Aids**:

   a. Survival knife,

   b. Wood, and

   c. Whittle a Whistle handout.

9. **Learning Aids**:

    a. Survival knife,

    b. Two pieces of wood,

    c. Wood glue, and

    d. Whittle a Whistle handout.

10. **Test Details**:Nil.

11. **Remarks**:

    a. Select an area where the natural resources required for whittling wood may be found.

    b. The instructor shall remind the cadet to use the survival knife in a safe manner when whittling wood and avoid whittling toward oneself or in close proximity to others.

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**EO C424.02 – BOIL WATER USING HEATED ROCKS**

1. **Performance**:Boil Water Using Heated Rocks
2. **Conditions**:
   a. Given:
      (1) Water container,
      (2) Controlled fire,
      (3) Fire safety equipment,
      (4) Supervision, and
      (5) Assistance as required.
   b. Denied: Nil.
   c. Environmental: Field setting.
3. **Standard**:The cadet, in a group of no more than three, shall boil water using heated rocks by:
   a. selecting rocks;
   b. heating the rocks in a fire;
   c. removing the rocks from the fire; and
   d. immersing the rocks into a water container.
4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Discuss the uses of rocks in a survival situation, such as:<br>a. insulation;<br>b. cooking;<br>c. trapping wildlife for food;<br>d. building shelter; and<br>e. tools. | Group Discussion | 5 min | C0-111 (p. 417, p. 442, p. 448, p. 451)<br>C2-008 (pp. 246–247)<br>C2-227 (pp. 80–81) |
| TP2 | Identify the following types of rocks:<br>a. igneous,<br>b. sedimentary, and<br>c. metamorphic. | Interactive Lecture | 5 min | C2-227 (pp. 101–103) |
| TP3 | Have the cadets, in a group of no more than three, boil water using heated rocks by:<br>a. selecting rocks;<br>b. heating the rocks in a fire;<br>c. removing the rocks from the fire; and<br>d. immersing rocks in a container of water. | Practical Activity | 40 min | C2-068 (pp. 236– 237) |

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 10 min |
| b. Group Discussion: | 5 min |
| c. Interactive Lecture: | 5 min |
| d. Practical Activity: | 40 min |
| e. Total: | 60 min |

6. **Substantiation**:

   a. A group discussion was chosen for TP 1 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings on uses of rocks in a survival situation. Sharing in the discussion encourages the cadets to examine their own thoughts and may prompt them to re-think their previously held ideas. Participating in a group discussion improves the cadets' listening skills and team development.

   b. An interactive lecture was chosen for TP 2 as it introduces the cadets to types of rocks and their heating properties.

   c. A practical activity was chosen for TP 3 as it is an interactive way for the cadets to develop skills and knowledge about boiling water using heated rocks in a safe and controlled environment. This activity contributes to the development of survival skills and knowledge in a fun and challenging setting.

7. **References**:

   a. C0-111 ISBN 0-9740820-2-3 Tawrell, P. (2006). *Camping and wilderness survival* (2nd Ed.). Lebanon, NH: Author.

   b. C2-008 ISBN 0-00-2653140-7 Wiseman, J. (1999). *The SAS survival handbook*. Hammersmith, London: HarperCollins Publishers.

   c. C2-068 ISBN 0-425-10572-5 Brown, T., Jr., & Morgan, B. (1983). *Tom Brown's field guide: Wilderness survival*. New York, NY: The Berkley Publishing Group.

   d. C2-227 ISBN 0-425-09147-3 Brown, T., Jr., & Morgan, B. (1984). *Tom Brown's field guide: Living with the earth*. New York, NY: The Berkley Publishing Group.

8. **Training Aids**:

   a. Water container,

   b. Controlled fire, and

   c. Fire safety equipment.

9. **Learning Aids**:

   a. Water container,

   b. Controlled fire, and

   c. Fire safety equipment.

10. **Test Details**:Nil.

11. **Remarks**:

   a. Select an area where the natural resources required may be found.

   b. The instructor shall have prepared a fire(s) for the cadets to use.

**EO C424.03 – EMPLOY CATTAILS**

1. **Performance**:Employ Cattails

2. **Conditions**:

   a. Given:

      (1) Survival knife,

      (2) Supervision, and

      (3) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Field setting.

3. **Standard**:The cadet shall employ cattails to:

   a. prepare food;

   b. construct survival items;

   c. provide warmth; or

   d. treat ailments.

4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Identify a cattail and its environment. | Interactive Lecture | 5 min | C2-068 (pp. 83–84)<br>C2-226 (pp. 87–91)<br>C2-227 (p. 223) |
| TP2 | Identify ways to employ cattails, to include:<br>a. cooking;<br>b. weaving;<br>c. making cordage;<br>d. insulating;<br>e. burning; and<br>f. treating common ailments. | Interactive Lecture | 15 min | C2-008 (p. 136)<br>C2-068 (pp. 83–84, p. 97)<br>C0-111 (p. 331, p. 437)<br>C2-226 (pp. 87–91)<br>C2-227 (pp. 88–92, p. 223) |
| TP3 | Have the cadets, in groups of no more than three, employ cattails. | Practical Activity | 30 min | |

5. **Time**:

   a. Introduction / Conclusion: 10 min
   b. Interactive Lecture: 20 min

c. Practical Activity: 30 min
d. Total: 60 min

6. **Substantiation**:

   a. An interactive lecture was chosen for TPs 1 and 2 as it introduces the cadets to the many possible ways that cattails may be employed.

   b. A practical activity was chosen for TP 3 as it is an interactive way for the cadets to employ cattails in a safe and controlled environment.

7. **References**:

   a. C0-111 ISBN 0-9740820-2-3 Tawrell, P. (2006). *Camping and wilderness survival* (2nd ed.). Lebanon, NH: Author.

   b. C2-008 ISBN 0-00-653140-7 Wiseman, J. (1999). *The SAS survival handbook*. Hammersmith, London: HarperCollins Publishers.

   c. C2-068 ISBN 0-425-10572-5 Brown, T., Jr., & Morgan, B. (1983). *Tom Brown's field guide: Wilderness survival*. New York, NY: The Berkley Publishing Group.

   d. C2-226 ISBN 0-425-10063-4 Brown, T., Jr., & Morgan, B. (1985). *Tom Brown's field guide: Wild edible and medicinal plants*. New York, NY: The Berkley Publishing Group.

   e. C2-227 ISBN 0-425-09147-3 Brown, T., Jr., & Morgan, B. (1984). *Tom Brown's field guide: Living with the earth*. New York, NY: The Berkley Publishing Group.

8. **Training Aids**:

   a. Survival knife, and

   b. Natural resources.

9. **Learning Aids**:

   a. Survival knife, and

   b. Natural resources.

10. **Test Details**:Nil.

11. **Remarks**:

   a. Select an area where cattails can be found.

   b. Permission may need to be granted before employing cattails.

**EO C424.04 – PREPARE REMEDIES FOR COMMON AILMENTS USING MEDICINAL PLANTS**

1. **Performance**:Prepare Remedies for Common Ailments Using Medicinal Plants
2. **Conditions**:
   a. Given:
      (1) Survival knife,
      (2) Supervision, and
      (3) Assistance as required.
   b. Denied: Nil.
   c. Environmental: Field setting.
3. **Standard**:The cadet, as a member of a pair, shall:
   a. identify the remedy(s) for the following ailments:
      (1) fever,
      (2) headache,
      (3) aches and pains,
      (4) colds and sore throats,
      (5) bleeding,
      (6) sores and wounds,
      (7) itching and stings,
      (8) constipation,
      (9) diarrhea, and
      (10) gas and cramps;
   b. locate the medicinal plant(s); and
   c. prepare the remedy.
4. **Teaching Points**:
   a. The cadet is to be briefed prior to the start of the activity, to include:
      (1) describing medicinal plants; and
      (2) describing how to treat common ailments using medicinal plants, to include:
         (a) cold and flu, to include:
            i. fever,
            ii. headache,
            iii. aches and pains, and
            iv. colds and sore throats;

(b) skin ailments, to include:

i. bleeding,

ii. sores and wounds, and

iii. itching and stings; and

(c) digestive ailments, to include:

i. constipation,

ii. diarrhea, and

iii. gas and cramps; and

(3) the safety guidelines that must be followed while performing the activity.

b. The cadet, as a member of a pair, are to prepare a remedy by:

(1) locating the medicinal plant; and

(2) processing the medicinal plant by:

(a) making an infusion;

(b) making a decoction;

(c) making a poultice; or

(d) expressing juice.

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 10 min |
| b. Practical Activity: | 50 min |
| c. Total: | 60 min |

6. **Substantiation**:A practical activity was chosen for this lesson as it is an interactive way to allow the cadets to prepare a remedy using medicinal plants in a safe and controlled environment. This activity contributes to the development of survival skills and knowledge in a fun and challenging setting.

7. **References**:

a. C2-008 ISBN 0-00-653140-7 Wiseman, J. (1999). *The SAS survival handbook*. Hammersmith, London: HarperCollins Publishers.

b. C2-226 ISBN 0-425-10063-4 Brown, T., Jr., & Morgan, B. (1985). *Tom Brown's field guide: Wild edible and medicinal plants*. New York, NY: The Berkley Publishing Group.

8. **Training Aids**:

a. Survival knife,

b. Pots,

c. Bowls,

d. Stone mortar and pestle, and

e. Fire safety equipment.

9. **Learning Aids**:

    a. Survival knife,

    b. Pots,

    c. Bowls,

    d. Stone mortar and pestle, and

    e. Fire safety equipment.

10. **Test Details**:Nil.

11. **Remarks**:

    a. This lesson shall be instructed by a guest speaker with specialist knowledge in preparing remedies using medicinal plants.

    b. Select an area where the natural resources required are easily accessible.

    c. When locating and processing medicinal plants, a reference book specific to the area shall be used. This book shall be approved by the Regional Cadet Support Unit.

    d. Fire safety equipment to prepare, light, maintain and extinguish a fire includes the following:

        (1) 4-lb axe (36-inch handle),

        (2) 24-inch bow saw,

        (3) shovel,

        (4) pail filled with sand or water,

        (5) tinder, and

        (6) kindling.

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## SECTION 18

## PO 425 – DEVELOP AN EXPEDITION PLAN

1. **Performance**:Develop an Expedition Plan

2. **Conditions**:

   a. Given:

      (1) Maps of the area being used,

      (2) Expedition planning booklet,

      (3) Duo-Tang,

      (4) Supervision, and

      (5) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**:The cadet will develop an expedition plan by:

   a. identifying the objective(s) of the expedition;

   b. analyzing group composition;

   c. selecting a route, incorporating two of the following three modes of travel:

      (1) paddle a canoe on flatwater for a minimum of 10 km;

      (2) ride a mountain bike on familiarization / intermediate trails for a distance of 30–40 km; and

      (3) hike on Class 2 / 3 terrain for a minimum of 8 km;

   d. identifying possible rest / extraction / safety / re-supply points;

   e. identifying a campsite location(s);

   f. creating an equipment list; and

   g. determining a ration plan.

4. **Remarks**:

   a. It is recommended that the location used to plan the expedition be local to the area. However, where resources are limited, sample locations with applicable maps are provided in A-CR-CCP-704/PF-001, *Gold Star Instructional Guides*.

   b. Each cadet should be given a Duo-Tang during this EO to hold all of the expedition planning booklet sections. This Duo-Tang will be required for all EOs in PO 425.

   c. Cadets will be able to use the knowledge gained throughout this PO to assist in planning corps level activities, such as:

      (1) day hikes,

      (2) field training exercises,

      (3) weekend activities,

(4) a Duke of Edinburgh adventurous journey,

(5) community service activities, etc.

5. **Complementary Material**:

a. Complementary material associated with PO 425 is designed to provide additional outdoor leadership opportunities, to include:

(1) EO C425.01 (Discuss Actions Taken When a Person is Lost), and

(2) EO C425.02 (Analyze Problems Using an Expedition Case Study).

b. Some complementary training offered in Silver Star may be selected as complementary training in the Gold Star Program, specifically:

(1) EO C325.01 (Communicate During an Expedition), and

(2) EO C325.02 (Participate in a Presentation on the Duke of Edinburgh Award Program).

c. When selecting complementary material from previous star levels, training staff will review the applicable performance objective, lesson specification and instructional guide.

**EO M425.01 – ESTABLISH EXPEDITION PARAMETERS**

1. **Performance**:Establish Expedition Parameters

2. **Conditions**:

   a. Given:

      (1) Section 1 of the Expedition Planning Booklet,

      (2) Supervision, and

      (3) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**:The cadet shall establish expedition parameters, to include:

   a. determining expedition objectives; and

   b. identifying expedition guidelines, to include:

      (1) length,

      (2) time of year,

      (3) modes of travel,

      (4) types of terrain,

      (5) number of personnel, and

      (6) associated costs.

4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Discuss:<br>a. reasons for conducting expeditions, such as:<br>1. challenging participants;<br>2. developing hard and soft skills;<br>3. providing leadership opportunities;<br>4. increasing physical fitness levels; and<br>5. providing opportunities to receive qualifications;<br>b. the army cadet expedition philosophy; and<br>c. the Outward Bound expedition philosophy. | Group Discussion | 5 min | A2-035<br>C2-153 (pp. 265–269)<br>C2-208 (pp. 129–130, pp. 138–139) |

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP2 | Discuss expedition goals and objectives, to include:<br>a. defining goals and objectives; and<br>b. creating goals and objectives. | Interactive Lecture | 10 min | C2-009 (pp. 41–42)<br>C2-153 (p. 229, pp. 265–268)<br>C2-208 (pp.138–139) |
| TP3 | Have the cadets, in groups of no more than three, identify the following expedition guidelines using the Expedition Planning Booklet:<br>a. time of year,<br>b. number of days,<br>c. number of participants,<br>d. participant experience level,<br>e. budget, if applicable, and<br>f. mode(s) of travel, to include:<br>1. distance, and<br>2. terrain. | In-Class Activity | 10 min | C2-034 (p. 120)<br>C2-153 (pp. 265–269)<br>C2-208 (pp. 138–139) |

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 5 min |
| b. Group Discussion: | 5 min |
| c. Interactive Lecture: | 10 min |
| d. In-Class Activity: | 10 min |
| e. Total: | 30 min |

6. **Substantiation**:

a. A group discussion was chosen for TP 1 as it allows the cadets to interact with their peers and share their knowledge and opinions about the reasons for conducting expeditions. Sharing in the discussion encourages the cadets to examine their own thoughts and feelings and may prompt them to re-examine their previously held ideas. Participating in a group discussion improves the cadets' listening skills and team development.

b. An interactive lecture was chosen for TP 2 to orient the cadets to expedition objectives and generate interest.

c. An in-class activity was chosen for TP 3 as it is an interactive way to provoke thought and stimulate interest in planning an expedition.

7. **References**:

a. A2-035 CATO 41-05 Director Cadets 3. (2006). *Army cadet expedition program*. Ottawa, ON: Department of National Defence.

b. C2-009 ISBN 0-684-85909-2 Harvey, M. (1999). *The national outdoor leadership school's wilderness guide*. New York, NY: Fireside.

c. C2-034 ISBN 0-87322-637-2 Priest, S., & Gass, M. (2005). *Effective leadership in adventure programming* (2nd ed.). Windsor, ON: Human Kinetics Publishing Inc.

d. C2-153 ISBN 0-7360-5731-5 Martin, B., Cashel, C., Wagstaff, M., & Breunig, M. (2006). *Outdoor leadership: Theory and practice*. Windsor, ON: Human Kinetics Publishing Inc.

e. C2-208 ISBN 978-1-59485-033-2 Raynolds, J., Lodato, A., Gordon, R., Blair-Smith, C., Welsh, J., & Gerzon, M. (2007). *Leadership the outward bound way*. Seattle, WA: The Mountaineers Books.

8. **Training Aids**:

   a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area, and

   b. Completed example of Section 1 of the Expedition Planning Booklet.

9. **Learning Aids**:

   a. Section 1 of the Expedition Planning Booklet,

   b. Expedition Parameters Information Sheet,

   c. Silver Star Expedition Information Sheet, and

   d. Duo-Tang.

10. **Test Details**:Nil.

11. **Remarks**:Nil.

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**EO M425.02 – PLAN AN EXPEDITION ROUTE**

1. **Performance**:Plan an Expedition Route
2. **Conditions**:
   a. Given:
      (1) Section 2 of the Expedition Planning Booklet,
      (2) Supervision, and
      (3) Assistance as required.
   b. Denied: Nil.
   c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard**:The cadet shall plan an expedition route, to include:
   a. researching possible routes and locations;
   b. identifying factors to consider when developing an expedition route;
   c. selecting the best expedition route; and
   d. preparing an expedition route card.
4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Identify expedition route planning resources, to include:<br>a. reference material, such as:<br>1. topographical maps,<br>2. recreation maps,<br>3. trail maps,<br>4. river maps,<br>5. guidebooks,<br>6. outdoors clubs' newsletters,<br>7. magazines,<br>8. books, and<br>9. websites; and<br>b. organizations / authorities, such as:<br>1. Parks Canada,<br>2. provincial / territorial parks,<br>3. conservation authorities,<br>4. municipal offices,<br>5. local river / lake authorities,<br>6. outdoors clubs, | Group Discussion | 10 min | C2-009 (pp. 44–45) |

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| | 7. local trail authorities, and<br>8. private property owners. | | | |
| TP2 | Identify factors to consider when selecting an expedition location, to include:<br>a. the distance and time needed to travel to and from the location;<br>b. the distance and time needed to obtain emergency services;<br>c. the ability to conduct the selected modes of travel;<br>d. the availability of campsites / rest stops;<br>e. the ease and cost of obtaining permission to use the area; and<br>f. the ability to comply with established land management practices. | Interactive Lecture | 10 min | C2-009 (p. 44)<br>C2-034 (pp. 120–127)<br>C2-153 (pp. 276–277)<br>C2-208 (pp. 140–144) |
| TP3 | Identify elements of an expedition route, to include:<br>a. number of days to complete the expedition,<br>b. pick-up and drop-off points,<br>c. campsites,<br>d. modes of travel,<br>e. terrain requirements,<br>f. distance requirements,<br>g. mode(s) of travel change points,<br>h. lunch locations,<br>i. rest stop / resupply locations, and<br>j. evacuation routes. | Interactive Lecture | 10 min | C2-009 (p. 43)<br>C2-034 (pp. 120–127)<br>C2-153 (pp. 270–271)<br>C2-208 (pp. 140–145) |
| TP4 | Explain and have the cadets, in groups of three, plan an expedition route by:<br>a. developing two possible routes, to include:<br>1. identifying the number of days to complete the expedition;<br>2. selecting drop-off and pick-up points,<br>3. selecting a primary and possibly a secondary campsite for each night of the expedition;<br>4. incorporating the selected modes of travel ensuring that:<br>(a) terrain requirements are met, and<br>(b) distance requirements are met; | In-Class Activity | 30 min | C0-007 (p. 96, pp. 171–172)<br>C2-016 (pp. 8–9)<br>C2-017 (pp. 10–11)<br>C2-110 (pp. 62–63, p. 67) |

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| | 5. selecting mode of travel change point(s), if required;<br>6. identifying possible lunch locations for each day;<br>7. identifying at least two possible rest stop / resupply locations along the route; and<br>8. identifying evacuation routes to the nearest hospital;<br>b. plotting the routes on the topographical map, to include:<br>1. drop-off and pick-up points,<br>2. campsites,<br>3. mode of travel number one route,<br>4. mode of travel number two route,<br>5. mode of travel change points,<br>6. lunch locations,<br>7. rest stop / resupply locations, and<br>8. evacuation routes; and<br>c. comparing the two expedition routes; and<br>d. rating the expedition routes based on compatibility. | | | |
| TP5 | Describe expedition route cards, to include:<br>a. the purpose; and<br>b. the components, to include:<br>1. mode of travel,<br>2. grid references,<br>3. bearing,<br>4. distance,<br>5. elevation,<br>6. time,<br>7. route description, and<br>8. group detail. | Interactive Lecture | 10 min | A2-064<br>(EO 105.05 pp. 11–12)<br>C2-051 (pp. 47–48) |
| TP6 | Explain and have the cadets, in groups of three, prepare an expedition route card. | In-Class Activity | 10 min | |

5. **Time**:

a. Introduction / Conclusion: 10 min
b. Group Discussion: 10 min
c. Interactive Lecture: 30 min
d. In-Class Activity: 40 min
e. Total: 90 min

6. **Substantiation**:

   a. A group discussion was chosen for TP 1 as it allows the cadets to interact with their peers and share their knowledge and opinions about identifying different types of expedition resource materials. Sharing in the discussion encourages the cadets to examine their own thoughts and feelings and may prompt them to re-examine their previously held ideas. Participating in a group discussion improves the cadets' listening skills and team development.

   b. An interactive lecture was chosen for TPs 2, 3 and 5 to introduce the cadets to factors that should be considered when planning an expedition route and to provide an introduction to expedition route cards.

   c. An in-class activity was chosen for TPs 4 and 6 as it is an interactive way to provoke thought and stimulate interest in planning an expedition route and preparing a route card.

7. **References**:

   a. A2-064 A-CR-CCP-050-804/PF-001 Director Cadets 6. (2008). *Instructional guide: DP 1 Cadet Instructors Cadre land environmental training course*. Ottawa, ON: Department of National Defence.

   b. C0-007 ISBN 0-02-029265-1 Kjellstrom, B. (1994). *Be expert with map & compass: The complete orienteering handbook*. New York, NY: Hungry Minds, Inc.

   c. C2-009 ISBN 0-684-85909-2 Harvey, M. (1999). *The national outdoor leadership school's wilderness guide*. New York, NY: Fireside Books.

   d. C2-016 ISBN 0-517-88783-5 Curtis, R. (1998). *The backpacker's field manual: A comprehensive guide to mastering backcountry skills*. New York, NY: Three Rivers Press.

   e. C2-017 ISBN 0-7627-0476-4 Roberts, H. (1999). *Basic essentials, backpacking*. Guilford, CT: The Globe Pequot Press.

   f. C2-034 ISBN 0-87322-637-2 Priest, S., & Gass, M. (2005). *Effective leadership in adventure programming* (2nd ed.). Windsor, ON: Human Kinetics Publishing Inc.

   g. C2-051 ISBN 978-0-7153-2254-0 Bagshaw, C. (2006). *The ultimate hiking skills manual*. Cincinnati, OH: David & Charles.

   h. C2-110 ISBN 978-0-89886-953-6 Burns, B., & Burns, M. (2004). *Wilderness navigation* (2nd ed.). Seattle, WA: The Mountaineers Books.

   i. C2-153 ISBN 0-7360-5731-5 Martin, B., Cashel, C., Wagstaff, M., & Breunig, M. (2006). *Outdoor leadership: Theory and practice*. Windsor, ON: Human Kinetics.

   j. C2-208 ISBN 978-1-59485-033-2 Raynolds, J., Lodato, A., Gordon, R., Blair-Smith, C., Welsh, J., & Gerzon, M. (2007). *Leadership the outward bound way*. Seattle, WA: The Mountaineers Books.

8. **Training Aids**:

   a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area, and

   b. Completed example of Section 2 of the Expedition Planning Booklet.

9. **Learning Aids**:

   a. Section 2 of the Expedition Planning Booklet,

   b. Expedition Route Planning Information handout,

c. Maps,

d. Campground Information,

e. Mountain Bike Trails Information,

f. Canoe Route Information,

g. Hospital Information,

h. Compass, and

i. Pencil.

10. **Test Details**:Nil.

11. **Remarks**:Nil.

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**EO M425.03 – DEVELOP AN EXPEDITION EQUIPMENT LIST**

1. **Performance**:Develop an Expedition Equipment List

2. **Conditions**:

   a. Given:

      (1) Section 3 of the Expedition Planning Booklet,

      (2) Supervision, and

      (3) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**:The cadet, in a group of no more than three, shall develop an expedition equipment list, to include:

   a. personal equipment,

   b. group equipment, and

   c. activity-specific equipment.

4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Have the cadets, in groups of no more than three, develop an expedition equipment list, to include:<br>a. personal equipment,<br>b. group equipment, and<br>c. activity-specific equipment. | In-Class Activity | 50 min | A2-001 (pp. 3-3 to 3-4, pp. 7-2 to 7-3, pp. 8-3 to 8-4)<br>C2-042 (pp. 70–101)<br>C2-051 (pp. 36–39, pp. 102–107) |

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 10 min |
| b. In-Class Activity: | 50 min |
| c. Total: | 60 min |

6. **Substantiation**:An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and stimulate interest about developing expedition equipment lists.

7. **References**:

   a. A2-001 A-CR-CCP-930/AG-001, National Cadet & Junior Canadian Rangers Support Group (2019). *Cadet Program Interim Activity Safety Direction*. Ottawa, ON: Department of National Defence.

b. C2-042 ISBN 0-7566-0946-1 Berger, K. (2005). *Backpacking & hiking*. New York, NY: DK Publishing, Inc.

c. C2-051 ISBN 978-0-7153-2254-3 Bagshaw, C. (2006). *The ultimate hiking skills manual*. Cincinatti, OH: David & Charles.

8. **Training Aids**:Completed example of Section 3 of the Expedition Planning Booklet.

9. **Learning Aids**:

   a. Section 3 of the Expedition Planning Booklet, and

   b. Pen / pencil.

10. **Test Details**:Nil.

11. **Remarks**:Nil.

**EO M425.04 – DEVELOP AN EXPEDITION RATION PLAN**

1. **Performance**:Develop an Expedition Ration Plan

2. **Conditions**:

   a. Given:

      (1) Section 4 of the Expedition Planning Booklet,

      (2) Supervision, and

      (3) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**:The cadet shall develop an expedition ration plan by considering:

   a. meal requirements based on activity,

   b. food options,

   c. food weight, and

   d. nutritional value.

4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Discuss daily nutrition requirements when on an expedition, to include:<br>a. calories,<br>b. sodium,<br>c. carbohydrates, to include:<br>1. complex carbohydrates,<br>2. fibre,<br>3. simple carbohydrates, and<br>4. sugars;<br>d. protein,<br>e. vitamin C, and<br>f. iron. | Interactive Lecture | 10 min | C2-034 (p. 123)<br>C2-153 (pp. 278–281)<br>C2-208 (pp. 152–154) |
| TP2 | Discuss planning meals for an expedition by considering:<br>a. the type of activity,<br>b. the number of people,<br>c. the size of cooking groups, to include:<br>1. one large group, and<br>2. several small groups;<br>d. special meal requirements, and | Interactive Lecture | 10 min | C2-034 (p. 123)<br>C2-153 (pp. 278–281)<br>C2-208 (pp. 152–154)<br>C2-251 (pp. 2–7, pp. 20–33, pp. 40–41) |

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| | e. helpful tips, to include:<br>1. planning ahead;<br>2. eating often;<br>3. packing individual snack bags;<br>4. keeping snacks accessible;<br>5. starting slow-cooking food early;<br>6. oiling the pot;<br>7. being creative with leftovers;<br>8. making hot drinks for more than one;<br>9. drinking, drinking, drinking; and<br>10. using dried fruits and vegetables. | | | |
| TP3 | Discuss the types and options of expedition rations, to include:<br>a. expedition ration types, to include:<br>1. freeze-dried,<br>2. dehydrated,<br>3. trail food,<br>4. fresh rations,<br>5. Individual Meal Packages (IMPs) and Meals Ready to Eat (MREs); and<br>b. expedition ration options, to include:<br>1. menu planning,<br>2. steps of the menu planning system; and<br>3. bulk rationing. | Interactive Lecture | 10 min | C2-153 (pp. 278–281)<br>C2-208 (pp. 152–154) |
| TP4 | Discuss packing food for an expedition, to include:<br>a. stripping away the packaging;<br>b. selecting containers;<br>c. pre-assembling the meals;<br>d. developing storage for cold items; and<br>e. dividing items among group members. | Interactive Lecture | 5 min | C2-034 (p. 123)<br>C2-153 (pp. 278–281)<br>C2-208 (pp. 152–154) |
| TP5 | Have the cadets, in groups of no more than three, develop an expedition ration plan. | In-Class Activity | 15 min | |

5. **Time**:

a. Introduction / Conclusion: 10 min
b Interactive Lecture: 35 min
c. In-Class Activity: 15 min
d. Total: 60 min

6. **Substantiation**:

   a. An interactive lecture was chosen for TPs 1–4 as it introduces the cadets to developing an expedition ration plan.

   b. An in-class activity was chosen for TP 5 as it is an interactive way for the cadets to confirm their comprehension of developing an expedition ration plan.

7. **References**:

   a. C2-034 ISBN 0-87322-637-2 Priest, S., & Gass, M. (2005). *Effective leadership in adventure programming* (2nd ed.). Windsor, ON: Human Kinetics Publishing Inc.

   b. C2-153 ISBN 0-7360-5731-5 Martin, B., Cashel, C., Wagstaff, M., & Breunig, M. (2006). *Outdoor leadership: Therory and practice*. Windsor, ON: Human Kinetics.

   c. C2-208 ISBN 978-1-59485-033-2 Raynolds, J., Lodato, A., Gordon, R., Blair-Smith, C., Welsh, J., & Gerzon, M. (2007). *Leadership the outward bound way*. Seattle, WA: The Mountaineers Books.

   d. C2-251 ISBN 978-0-8117-3464-6 Pearson, C., & Kuntz, J. (Eds.) (2008). *NOLS backcountry cooking: Creative menu planning for short trips*. Mechanicsburg, PA: Stackpole Books.

8. **Training Aids**:

   a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,

   b. Expedition Ration Plan Information Sheet, and

   c. Completed example of Section 4 of the Expedition Planning Booklet.

9. **Learning Aids**:

   a. Section 4 of the Expedition Planning Booklet,

   b. Expedition Ration Plan Information Sheet,

   c. *Eating Well With Canada's Food Guide*,

   d. Energy Expenditures for Physical Activity Information Sheet, and

   e. Pen / pencil.

10. **Test Details**:Nil.

11. **Remarks**:Nil.

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**EO C425.01 – DISCUSS ACTIONS TAKEN WHEN A PERSON IS LOST**

1. **Performance**:Discuss Actions Taken When a Person is Lost

2. **Conditions**:

   a. Given:

      (1) Supervision, and

      (2) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**:The cadet shall discuss:

   a. the behaviour of a lost person;

   b. precautions to avoid becoming lost;

   c. actions the group will take when a person becomes lost; and

   d. when to contact emergency services.

4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Discuss lost person behaviour, to include:<br>a. initial actions;<br>b. movement patterns; and<br>c. behaviour patterns, to include:<br>1. day behaviour;<br>2. night behaviour;<br>3. panic behaviour; and<br>4. behaviour when a person does not want to be found. | Interactive Lecture | 10 min | C2-016 (pp. 242–243)<br>C2-069 (pp. 25–27)<br>C2-229 (pp. 70–75)<br>C3-208 (pp. 233–234) |
| TP2 | Explain precautions that will minimize the possibility of a person becoming lost, to include:<br>a. providing clear and detailed instructions on the activity being completed;<br>b. setting activity boundaries;<br>c. providing all personnel with a safety bearing;<br>d. enforcing a "Buddy System" at all times; and<br>e. providing all personnel with noise-making devices. | Interactive Lecture | 10 min | C2-016 (pp. 233–246) |

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP3 | Explain immediate actions to take when one becomes lost or separated from the group, to include:<br>a. employing the STOP procedure;<br>b. listening for a whistle signal / yell / horn honking from the group / searchers;<br>c. communicating the location to the group / searchers by making noise (eg, blowing a whistle, yelling); and<br>d. walking on the safety bearing to the nearest road or fence line. | Interactive Lecture | 5 min | C2-016 (pp. 233–246) |
| TP4 | Explain actions the group / searchers will take when a person becomes lost, to include:<br>a. analyzing the severity of the situation, to include:<br>1. the time of day,<br>2. the weather,<br>3. the age and experience level of the person,<br>4. medical concerns,<br>5. equipment in the person's possession, and<br>6. signalling devices available;<br>b. communicating with the lost person, to include:<br>1. making noise (eg, blowing a whistle, yelling);<br>2. marking trees; and / or<br>3. using signalling devices; and<br>c. confining the area to establish a search perimeter by using:<br>1. road blocks / trail blocks / patrols,<br>2. lookouts,<br>3. track traps, and<br>4. string lines. | Interactive Lecture | 15 min | C0-111 (pp. 544–548)<br>C2-009 (pp. 210–212)<br>C2-016 (p. 241)<br>C2-229 (pp. 68–69, pp. 84–88, pp. 92–94, pp. 106–107)<br>C3-208 (p. 242) |
| TP5 | Discuss when to contact emergency services.<br>Note: Refer to the local area instructions as well as the corps / regional standard operating procedure (SOP). | Group Discussion | 5 min | |
| TP6 | Discuss ground search procedures used by search and rescue professionals when dispatched, to include:<br>a. hasty searches;<br>b. loose grid searches; and<br>c. tight grid searches. | Interactive Lecture | 5 min | C3-208 (pp. 240–247) |

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 10 min |
| b. Interactive Lecture: | 45 min |
| c. Group Discussion: | 5 min |
| d. Total: | 60 min |

6. **Substantiation**:

   a. An interactive lecture was chosen for TPs 1–4 and TP 6 as it introduces the cadets to precautions to take, lost person behaviour, ways to communicate with a lost person and common search and rescue techniques.

   b. A group discussion was chosen for TP 5 as it allows the cadets to interact with their peers and share their knowledge and opinions about when to contact emergency services when lost. Sharing in the discussion encourages the cadets to examine their own thoughts and feelings and may prompt them to re-examine their previously held ideas. Participating in a group discussion improves the cadets' listening skills and team development.

7. **References**:

   a. C0-111 ISBN 0-9740820-2-3 Tawrell, P. (2006). *Camping and wilderness survival* (2nd ed.). Lebanon, NH: Author.

   b. C2-009 ISBN 0-684-85909-2 Harvey, M. (1999). *The national outdoor leadership school's wilderness guide*. New York, NY: Fireside.

   c. C2-016 ISBN 0-517-88783-5 Curtis, R. (1998). *The backpacker's field manual: A comprehensive guide to mastering backcountry skills*. New York, NY: Three Rivers Press.

   d. C2-069 ISBN 0-9694132-0-3 Ferri, G. F. (2000). *The psychology of wilderness survival*. Hanover, ON: Skyway Printing.

   e. C2-229 ISBN 0-913724-30-0 LaValla, P. (1999). *Search is an emergency, field coordinator's handbook for managing search operations*. Olympia, WA: ERI International, Inc.

   f. C3-208 ISBN 978-0-7637-4807-4 National Association for Search and Rescue. (2005). *Fundamentals of search and rescue*. Mississauga, ON: Jones and Bartlett Publishers Canada.

8. **Training Aids**:Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area.

9. **Learning Aids**:Nil.

10. **Test Details**:Nil.

11. **Remarks**:Cadet corps may wish to arrange for a guest speaker from a local agency, eg, search and rescue organization, police, etc., to present this information.

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**EO C425.02 – ANALYZE PROBLEMS USING AN EXPEDITION CASE STUDY**

1. **Performance**:Analyze Problems Using an Expedition Case Study

2. **Conditions**:

   a. Given:

      (1) Case study,

      (2) Supervision, and

      (3) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**:The cadet, in a group of no more than three, shall analyze problems using an expedition case study.

4. **Teaching Points**:

   a. Conduct a briefing, to include an explanation of:

      (1) the objective and importance of the activity; and

      (2) the resources required to perform the activity.

   b. Have the cadets complete an expedition case study activity.

   c. Conduct a debriefing on the activity by asking:

      (1) if it was difficult for the group to solve the problems in the case study (why / why not);

      (2) what issues were difficult to decide on;

      (3) why some decisions were more difficult to make than others;

      (4) how some of the issues identified in the activity relate to issues that have occurred on a previous expedition(s), if any;

      (5) what three words you would use to summarize what you learned from completing this activity; and

      (6) how this information can assist you when planning an expedition.

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 10 min |
| b. Case Study: | 80 min |
| c. Subtotal: | 90 min |
| d. Total: | 270 min |

6. **Substantiation**:A case study was chosen for this lesson as it allows the cadets to analyze problems using expedition case studies.

7. **References**:

   a. A0-055 A-P9-050-000/PT-006 Director Training and Education Policy. (2002). *Canadian Forces manual of individual training and education* (Vol.6). Ottawa, ON: Department of National Defence.

b. C2-208 ISBN 978-1-59485-033-2 Raynolds, J., Lodato, A., Gordon, R., Blair-Smith, C., Welsh, J., & Gerzon, M. (2007). *Leadership the outward bound way*. Seattle, WA: The Mountaineer Books.

c. C2-250 Leemon, D., & Schimelpfenig, T. (2005). *Risk management for outdoor leaders: A practical guide for managing risk through leadership*. Lander, WY: National Outdoor Leadership School.

d. C2-252 ISBN 1-929148-54-2 Ajango, D. (2005). *Lessons learned II: Using case studies and history to improve safety education*. Eagle River, AK: SafetyEd: Safety Education for Outdoor and Remote Work Environments.

8. **Training Aids**:

a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,

b. Case Study, and

c. Case Study Worksheet.

9. **Learning Aids**:

a. Case Study,

b. Case Study Worksheet, and

c. Pen / pencil.

10. **Test Details**:Nil.

11. **Remarks**:

a. An experienced instructor shall be chosen to instruct this lesson.

b. This EO may be conducted over as many as three sessions of three periods each.

## SECTION 19

## PO 426 – PERFORM EXPEDITION SKILLS

1. **Performance**:Perform Expedition Skills
2. **Conditions**:
   a. Given:
      (1) Personal expedition equipment,
      (2) Group expedition equipment,
      (3) Canoeing equipment as required,
      (4) Mountain biking equipment as required,
      (5) Hiking equipment as required,
      (6) Snowshoeing equipment as required,
      (7) Cross-country skiing equipment as required,
      (8) Expedition journal,
      (9) Supervision, and
      (10) Assistance as required.
   b. Denied: Nil.
   c. Environmental: Expedition centre.
3. **Standard**:The cadet will participate in an expedition, to include:
   a. travelling by a minimum of two of the following modes of travel during 4.5 periods per activity:
      (1) canoeing on flatwater;
      (2) mountain biking on familiarization / intermediate trails;
      (3) hiking along a route with Class 1-2 terrain;
      (4) snowshoeing along a route; and
      (5) cross-country skiing on a Level 2 route;
   b. leading a minimum of one leg of the expedition;
   c. navigating a minimum of one leg of the expedition;
   d. following expedition routine;
   e. demonstrating environmental awareness; and
   f. reflecting on the expedition experience.

4. **Remarks**:

a. Expedition centres will be required to choose a minimum of two dynamic modes of travel based on their location and available resources.

b. Where location and available resources are limited and only one mode of travel can be selected, permission to deviate from this QSP shall be obtained from D Cdts & JCR.

c. Expedition centres may choose Army Cadet Adventure Training Activities IAW A-CR-CCP-930/AG-001, *Cadet Program Interim Activity Safety Direction*, specific to the local training area. These activities are a way to augment the expedition and may be selected as long as the mandatory training requirements are met.

d. Personal expedition equipment includes:

(1) expedition field pack,

(2) sleeping bag,

(3) waterproof compression sack,

(4) air mattress,

(5) clothing,

(6) rain gear,

(7) valise / stuff sack,

(8) food,

(9) water bottle,

(10) water carrier,

(11) resealable plastic bags (small and large),

(12) garbage bags,

(13) carabiner,

(14) knife,

(15) whistle,

(16) headlamp / flashlight,

(17) batteries,

(18) matches,

(19) personal essentials, to include:

(a) sunscreen,

(b) bug repellent,

(c) lip balm,

(d) biodegradable soap,

(e) tooth brush,

(f) toothpaste, and

(g) toilet paper.

e. Group expedition equipment includes:

(1) tent,

(2) single-burner mountain stove,

(3) fuel bottle,

(4) fuel,

(5) pot set,

(6) folding saw,

(7) water filter,

(8) rope,

(9) compass,

(10) hand-held radio,

(11) global positioning system (GPS) receiver,

(12) topographical / trail map of the area being used,

(13) Glow Sticks,

(14) first aid kit, and

(15) expedition repair kit, to include:

(a) duct tape,

(b) lip balm / petroleum jelly,

(c) lubricating oil,

(d) an assortment of fabric swatches,

(e) an assortment of plastic buckles,

(f) an assortment of needles,

(g) thread (heavy duty),

(h) dental floss,

(i) aluminium pole-repair sleeve,

(j) adhesive / seam sealer (Seam Grip),

(k) alcohol swabs,

(l) air mattress patches,

(m) 2–3 m (5–10 feet) of nylon parachute cord,

(n) heavy duty rubber bands,

(o) zap straps,

(p) 1–2 m (2–4 feet) of tubular webbing, and

(q) a lightweight multi-tool.

f. Where the expedition consists of snowshoeing and cross-country skiing, the following additional specialized equipment is required:

(1) personal expedition equipment, to include:

(a) sleeping bag (-30 degrees),

(b) Gortex jacket,

(c) fleece jacket,

(d) Gortex pants,

(e) fleece pants,

(f) mukluks,

(g) toque,

(h) gloves,

(i) scarf,

(j) long underwear (top and bottom), and

(k) sunglasses; and

(2) group expedition equipment, to include:

(a) tent (four season),

(b) wash basin,

(c) fuel (additional requirement for cold weather burning), and

(d) folding shovel.

g. Canoe equipment is specified in EO M426.02a (Paddle a Canoe).

h. Mountain bike equipment is specified in EO M426.02b (Ride a Mountain Bike).

i. Hiking equipment is specified in EO M426.02c (Hike Along a Route).

j. Snowshoeing equipment is specified in EO M426.02d (Snowshoe Along a Route).

k. Cross-country skiing equipment is specified in EO M426.02e (Ski Along a Route).

l. With the exception of EO M426.01 (Prepare for an Expedition), this PO will be instructed at the expedition centre.

m. The period count in this PO is an estimate that conforms to the standard 18 periods allocated to a training weekend. The expedition centre may choose to adjust this allocation to reflect the choice of activities, facilities and available resources.

5. **Complementary Material**:Nil.

**EO M426.01 – PREPARE FOR EXPEDITION TRAINING**

1. **Performance**:Prepare for Expedition Training

2. **Conditions**:

   a. Given:

      (1) Expedition centre joining instructions,

      (2) Navigation Review Package,

      (3) Supervision, and

      (4) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**:The cadet shall prepare for expedition training by:

   a. reviewing the selection of clothing, footwear, equipment and high-energy snacks;

   b. discussing the expedition centre's joining instructions and training schedule; and

   c. receiving the instructions for completing the Navigation Review Package.

4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Review the selection of:<br>a. clothing,<br>b. footwear,<br>c. personal equipment,<br>d. group equipment, and<br>e. high-energy snacks, to include:<br>1. granola bars,<br>2. dried fruit and nuts,<br>3. cheese, and<br>4. "Good Old Raisins and Peanuts" (GORP). | Interactive Lecture | 10 min | C2-051 (pp. 67–74)<br>C2-066 (pp. 22–34, pp. 67–70) |
| TP2 | Brief the cadets on the joining instructions and training schedule for Gold Star Expedition Training. | Interactive Lecture | 10 min | A2-001 |
| TP3 | Describe the instructions for the Navigation Review Package. | In-Class Activity | 5 min | |

5. **Time**:

   a. Introduction / Conclusion: 5 min
   b. Interactive Lecture: 20 min
   c. In-Class Activity: 5 min
   d. Total: 30 min

6. **Substantiation**:

   a. An interactive lecture was chosen for TPs 1 and 2 to orient the cadets to the selection of expedition equipment and expedition training.

   b. An in-class activity was chosen for TP 3 to give directions to the Navigation Review Package that will be completed prior to attending the Gold Star expedition.

7. **References**:

   a. A2-001 A-CR-CCP-930/AG-001, National Cadet & Junior Canadian Rangers Support Group (2019). *Cadet Program Interim Activity Safety Direction*. Ottawa, ON: Department of National Defence.

   b. C2-051 ISBN 978-0-7153-2254-3 Bagshaw, C. (2006). *The ultimate hiking skills manual*. Cincinnati, OH: David and Charles.

   c. C2-066 ISBN 1-4000-5309-9 Curtis, R. (2005). *The backpacker's field manual: A comprehensive guide to mastering backcountry skills*. New York, NY: Three Rivers Press.

8. **Training Aids**:

   a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,

   b. Expedition centre joining instructions, and

   c. Navigation Review Package.

9. **Learning Aids**:

   a. Expedition centre joining instructions, and

   b. Navigation Review Package.

10. **Test Details**:Nil.

11. **Remarks**:

   a. This EO shall be conducted a minimum of two weeks prior to the Gold Star expedition.

   b. Where expedition centres are completing the Gold Star expedition in cold weather, it is advised that the cadets receive cold weather training at the corps.

   c. The joining instructions and timetable referred to in TP 2 will vary depending on the region. Instructors should acquire these from the local expedition centre.

   d. There is no time allocated for the cadet to complete the Navigation Review Package. This package is to be completed by the cadet on their own time. Corps staff should review the completed package with the cadet prior to the Gold Star Expedition.

   e. The Navigation Review Package shall be completed and brought to the expedition centre by the cadet.

**EO M426.02A – PADDLE A CANOE**

1. **Performance**:Paddle a Canoe

2. **Conditions**:

   a. Given:

      (1) Fully equipped tandem canoe,

      (2) Personal canoe equipment,

      (3) Group canoe equipment,

      (4) Water carrier,

      (5) Supervision, and

      (6) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Expedition centre, flatwater IAW A-CR-CCP-930/AG-001, *Cadet Program Interim Activity Safety Direction*, during daylight hours.

3. **Standard**:The cadet, in a team of no more than six, shall paddle a tandem canoe on flatwater, during an expedition.

4. **Teaching Points**:

   a. Conduct a briefing, to include an explanation of:

      (1) the objectives and the importance of the activity;

      (2) the resources that may be required to perform the activity; and

      (3) any safety guidelines that must be followed while performing the activity.

   b. Have the cadets, in pairs, paddle a tandem canoe on flatwater during an expedition.

   c. Conduct a debriefing by asking the cadet:

      (1) how they felt about the activity;

      (2) how they felt their team worked together;

      (3) what portion of the activity challenged them the most;

      (4) how their teammates assisted them when they were challenged;

      (5) if there any specific examples of when their team bonded;

      (6) how the team made decisions;

      (7) whether or not all team members ideas / suggestions were considered; and

      (8) what they would do as a leader of this type of activity to ensure their subordinates enjoyed the experience.

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 10 min |
| b. Experiential Learning: | 260 min |

c. Total: 270 min

6. **Substantiation**:The experiential approach was chosen for this activity as it allows the cadets to acquire new knowledge and skills through a direct experience. The cadets experiences paddling a canoe on flatwater during an expedition and defines that experience on a personal level. The cadets will be given the opportunity to reflect on and examine what they saw, felt and thought while canoeing and consider how it relates to what they already learned and experienced as well as how it will relate to future experiences.

7. **References**:

   a. A-CR-CCP-930/AG-001, National Cadet & Junior Canadian Rangers Support Group (2019). *Cadet Program Interim Activity Safety Direction*. Ottawa, ON: Department of National Defence.

   b. A2-001 A-CR-CCP-930/AG-001, National Cadet & Junior Canadian Rangers Support Group (2019). *Cadet Program Interim Activity Safety Direction*. Ottawa, ON: Department of National Defence.

   c. C0-025 ISBN 1-895465-33-8 Gifford, D. (Ed.) (2000). *Canoeing instructor's resource manual*. Merrickville, ON: Canadian Recreational Canoeing Association.

   d. C2-076 ISBN 0-87322-443-4 Gullion, L. (1994). *Outdoor pursuits series: Canoeing*. Champaign, IL: Human Kinetics Publishers.

   e. C2-077 ISBN 1-55013-654-2 Mason, B. (1995). *Path of the paddle: An illustrated guide to the art of canoeing*. Toronto, ON: Key Porter Books Limited.

   f. C2-078 ISBN 1-55013-079-X Mason, B. (1988). *Song of the paddle: An illustrated guide to wilderness camping*. Toronto, ON: Key Porter Books Limited.

   g. C2-106 ISBN 0-900082-04-6 Rowe, R. (1997). *Canoeing handbook* (2nd ed.). Guildford, UK: Biddles Limited.

   h. C2-112 ISBN 1-55046377-2 McGuffin, G., & McGuffin, J. (2005). *Paddle your own canoe: An illustrated guide to the art of canoeing*. Erin, ON: Boston Mills Press.

8. **Training Aids**:

   a. Fully equipped tandem canoe,

   b. Personal canoe equipment, and

   c. Group canoe equipment.

9. **Learning Aids**:

   a. Fully equipped tandem canoe,

   b. Personal canoe equipment, and

   c. Group canoe equipment.

10. **Test Details**:This EO is assessed IAW Chapter 3, Annex B, 426 PC.

11. **Remarks**:

   a. Expedition centres are required to select two dynamic modes of travel from EO M426.02a (Paddle a Canoe), EO M426.02b (Ride a Mountain Bike), EO M426.02c (Hike Along a Route), EO M426.02d (Snowshoe Along a Route) and EO M426.02e (Ski Along a Route) to incorporate into the expedition training.

b. This EO has been allocated nine periods in the overall course period allocation. Each expedition centre may adjust this allocation to reflect the choice of activities, facilities and available resources in the expedition centre.

c. Upon arrival at the expedition centre, cadets will be divided into teams. Cadets will be given an opportunity to navigate and lead peers. These teams will remain the same for the duration of the expedition.

d. IAW A-CR-CCP-930/AG-001, *Cadet Program Interim Activity Safety Direction*:

(1) a fully equipped tandem canoe is described as having the following items:

(a) bailer,

(b) buoyant heaving line or throw bag,

(c) sound signalling device,

(d) spare paddle, and

(e) painter lines;

(2) the following personal canoe equipment is required when paddling a canoe:

(a) personal flotation device (PFD), and

(b) paddle; and

(3) the following group canoe equipment is required when paddling a canoe:

(a) topographical or river map of area as required,

(b) compass,

(c) GPS receiver,

(d) first aid kit,

(e) communication device (eg, hand-held radio), and

(f) canoe repair kit.

e. IAW A-CR-CCP-930/AG-001, *Cadet Program Interim Activity Safety Direction*, there are pre-training requirements for canoeing. Assess the level of pre-training required and plan time into the expedition as necessary.

f. Ensure that each cadet has an ample supply of drinking water when canoeing.

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**EO M426.02B – RIDE A MOUNTAIN BIKE**

1. **Performance**:Ride a Mountain Bike

2. **Conditions**:

   a. Given:

      (1) Fully equipped mountain bike,

      (2) Personal mountain bike equipment,

      (3) Group mountain bike equipment,

      (4) Supervision, and

      (5) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Expedition centre, familiarization / intermediate mountain bike trails IAW A-CR-CCP-930/AG-001, *Cadet Program Interim Activity Safety Direction*, during daylight hours.

3. **Standard**:The cadet, in a team of no more than six, shall ride a mountain bike on familiarization / intermediate trails during an expedition.

4. **Teaching Points**:

   a. Conduct a briefing to include an explanation of:

      (1) the objectives and the importance of the activity;

      (2) the resources that may be required to perform the activity; and

      (3) any safety guidelines that must be followed while performing the activity.

   b. Explain, demonstrate and have the cadets practice the following advanced mountain bike skills prior to / during the conduct of the expedition:

      (1) log hops, and

      (2) cornering.

   c. Have the cadets, in teams of no more than six, ride a mountain bike on familiarization / intermediate trails for a distance of 40–50 km during an expedition.

   d. Conduct a debriefing by asking the cadets:

      (1) how they felt about the activity;

      (2) how they felt their team worked together;

      (3) what portion of the activity challenged them the most;

      (4) how their teammates assisted them when they were challenged;

      (5) if there any specific examples of when their team bonded;

      (6) how the team made decisions;

(7) whether or not all team members ideas / suggestions were considered; and

(8) what they would do as a leader of this type of activity to ensure their subordinates enjoyed the experience.

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 10 min |
| b. Experiential Learning: | 260 min |
| c. Total: | 270 min |

6. **Substantiation**:The experiential approach was chosen for this activity as it allows the cadets to acquire new knowledge and skills through a direct experience. The cadets experiences mountain biking on familiarization / intermediate trails during an expedition and defines that experience on a personal level. The cadets will be given the opportunity to reflect on and examine what they saw, felt and thought while mountain biking and consider how it relates to what they already learned and experienced as well as how it will relate to future experiences.

7. **References**:


a. A2-001 A-CR-CCP-930/AG-001, National Cadet & Junior Canadian Rangers Support Group (2019). *Cadet Program Interim Activity Safety Direction*. Ottawa, ON: Department of National Defence.

b. C2-082 ISBN 1-57954-883-0 Downs, T. (2005). *Bicycle maintenance & repair for road & mountain bikes*. USA: Rodale Inc.

c. C2-083 ISBN 0-07-149390-5 Brink, T. (2007). *The complete mountain biking manual*. Camden, ME: Ragged Mountain Press.

d. C2-084 ISBN 1-55297-734-X Allwood, M. (2004). *Mountain bike maintenance: The illustrated manual*. Richmond Hill, ON: Firefly Books Ltd.

e. C2-087 Badyk, M., Buck, K., Sahl, N., Schultz, R., & Vrooman, D. (1998). *Ontario learn to mountain bike clinic workbook* (2nd ed.). North York, ON: Ontario Cycling Association and Ontario Recreational Mountain Bicycling Alliance.

f. C2-088 ISBN 1-55297-653-X Crowther, N. (2002). *The ultimate mountain bike book: The definitive illustrated guide to bikes, components, techniques, thrills and trails*. Toronto, ON: Firefly Books Ltd.

g. C2-089 Ministry of Transport Ontario. (2007). *Young cyclists guide*. Retrieved October 5, 2007, from http://www.mto.gov.on.ca/english/safety/cycling/youngcyclist.htm

h. C2-090 International Mountain Bicycling Association. (2007). *Trail difficulty*. Retrieved October 10, 2007, from http://www.imba.com/resources/trail_building/itn_17_4_trail_difficulty.html

i. C2-092 Ministry of Transport Ontario. (2007). *Cycling skills: Cycling safety for teen and adult cyclists*. Retrieved October 5, 2007, from http://www.mto.gov.on.ca/english/pubs/cycling/cyclingskills.htm


8. **Training Aids**:

a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,

b. Personal mountain bike equipment,

c. Group mountain bike equipment,

d. Lubricant,

e. Cleaning kit, and

f. Gear / masking tape.

9. **Learning Aids**:

a. Personal mountain bike equipment,

b. Group mountain bike equipment,

c. Lubricant, and

d. Cleaning kit.

10. **Test Details**:This EO is assessed IAW Chapter 3, Annex B, 426 PC.

11. **Remarks**:

a. Expedition centres are required to select two dynamic modes of travel from EO M426.02a (Paddle a Canoe), EO M426.02b (Ride a Mountain Bike), EO M426.02c (Hike Along a Route), EO M426.02d (Snowshoe Along a Route) and EO M426.02e (Ski Along a Route) to incorporate into the expedition training.

b. This EO has been allocated nine periods in the overall course period allocation. Each expedition centre may adjust this allocation to reflect the choice of activities, facilities and available resources at the expedition centre.

c. Upon arrival at the expedition centre, cadets will be divided into teams. Cadets will be given an opportunity to navigate and lead peers. These teams will remain the same for the duration of the weekend.

d. IAW A-CR-CCP-930/AG-001, *Cadet Program Interim Activity Safety Direction*:

(1) a fully equipped mountain bike is described as having the following:

(a) bell or horn,

(b) lights, and

(c) reflectors;

(2) the following personal mountain bike equipment is required when riding a mountain bike:

(a) helmet,

(b) water carrier,

(c) day pack, and

(d) whistle; and

(3) the following group mountain bike equipment is required when riding a mountain bike:

(a) reflective vest (worn by person in rear of group),

(b) topographical / trail map of area as required,

(c) compass,

(d) first aid kit,

(e) communication device (eg, hand-held radio),

(f) GPS receiver, and

(g) mountain bike repair kit, to include:

i. spare tube,

ii. tube patch kit,

iii. tire levers,

iv. bike multi-tool, to include:

(i) 2-, 2.5-, 3-, 4-, 5-, 6- and 8-mm hex keys,
(ii) chain tool,
(iii) flat screwdriver,
(iv) Phillips screwdriver,
(v) T-25 Torx spoke key,
(vi) spoke wrenches, and
(vii) 8- and 10-mm open wrenches; and

(h) mini pump with gauge.

e. Ensure each cadet has a day pack and an ample supply of water when mountain biking.

f. A mountain bike cleaning kit is comprised of the following items:

(1) bucket,

(2) hand brush,

(3) cleaning cloth,

(4) sponge,

(5) small brush,

(6) stiff brush,

(7) dish soap, and

(8) lubricant.

**EO M426.02C – HIKE ALONG A ROUTE**

1. **Performance**:Hike Along a Route

2. **Conditions**:

   a. Given:

      (1) Personal expedition equipment,

      (2) Personal hiking equipment,

      (3) Group hiking equipment,

      (4) Supervision, and

      (5) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Expedition centre, Class 2 / 3 hiking terrain IAW A-CR-CCP-930/AG-001, *Cadet Program Interim Activity Safety Direction*.

3. **Standard**:The cadet, in a team of no more than six, shall hike along a route with some Class 1-2 terrain, with an expedition field pack, during an expedition.

4. **Teaching Points**:

   a. Conduct a briefing, to include an explanation of:

      (1) the objectives and the importance of the activity;

      (2) the resources that may be required to perform the activity; and

      (3) any safety guidelines that must be followed while performing the activity.

   b. Have the cadets, in teams of no more than six, hike along a route with some Class 3 terrain during an expedition.

   c. Conduct a debriefing by asking the cadet:

      (1) how they felt about the activity;

      (2) how they felt their team worked together;

      (3) what portion of the activity challenged them the most;

      (4) how their teammates assisted them when they were challenged;

      (5) if there any specific examples of when their team bonded;

      (6) how the team made decisions;

      (7) whether or not all team members ideas / suggestions were considered; and

      (8) what they would do as a leader of this type of activity to ensure their subordinates enjoyed the experience.

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 10 min |
| b. Experiential Learning: | 260 min |
| c. Total: | 270 min |

6. **Substantiation**:The experiential approach was chosen for this activity as it allows the cadets to acquire new knowledge and skills through a direct experience. The cadets experiences hiking on Class 3 terrain during an expedition and defines that experience on a personal level. The cadets will be given the opportunity to reflect on and examine what they saw, felt and thought while hiking and consider how it relates to what they already learned and experienced as well as how it will relate to future experiences.

7. **References**:

   a. A2-001 A-CR-CCP-930/AG-001, National Cadet & Junior Canadian Rangers Support Group (2019). *Cadet Program Interim Activity Safety Direction*. Ottawa, ON: Department of National Defence.

   b. C2-016 ISBN 1-4000-5309-9 Curtis, R. (2005). *The backpacker's field manual: A comprehensive guide to mastering backcountry skills*. New York, NY: Three Rivers Press.

   c. C2-042 ISBN 0-7566-0946-1 Berger, K. (2005). *Backpacking & hiking*. New York, NY: DK Publishing, Inc.

   d. C2-051 ISBN 978-0-7153-2254-3 Bagshaw, C. (Ed.). (2006). *The ultimate hiking skills manual*. Cincinnati, OH: David & Charles.

   e. C2-103 ISBN 0-89886-427-5 Graydon, D., & Hanson, K. (Eds.). (2001). *Mountaineering: The freedom of the hills* (6th ed.). Seattle, WA: The Mountaineers.

8. **Training Aids**:

   a. Personal expedition equipment,

   b. Personal hiking equipment, and

   c. Group hiking equipment.

9. **Learning Aids**:

   a. Personal expedition equipment,

   b. Personal hiking equipment, and

   c. Group hiking equipment.

10. **Test Details**:This EO is assessed IAW Chapter 3, Annex B, 426 PC.

11. **Remarks**:

   a. Expedition centres are required to select two dynamic modes of travel from EO M426.02a (Paddle a Canoe), EO M426.02b (Ride a Mountain Bike), EO M426.02c (Hike Along a Route), EO M426.02d (Snowshoe Along a Route) and EO M426.02e (Ski Along a Route) to incorporate into the expedition training.

   b. This EO has been allocated nine periods in the overall course period allocation. Each expedition centre may adjust this allocation to reflect the choice of activities, facilities and available resources in the expedition centre.

   c. Upon arrival at the expedition centre, cadets will be divided into teams. Cadets will be given an opportunity to navigate and lead peers. These teams will remain the same for the duration of the expedition.

d. IAW A-CR-CCP-930/AG-001, *Cadet Program Interim Activity Safety Direction*:

(1) hiking equipment includes:

(a) hiking boots, and

(b) trekking poles; and

(2) the following group hiking equipment is required when hiking:

(a) topographical / trail map of area as required,

(b) compass,

(c) GPS receiver,

(d) first aid kit, and

(e) communication device (eg, hand-held radio).

e. Ensure that each cadet has an ample supply of water when hiking.

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**EO M426.02D – SNOWSHOE ALONG A ROUTE**

1. **Performance**:Snowshoe Along a Route

2. **Conditions**:

   a. Given:

      (1) Personal expedition equipment,

      (2) Personal snowshoe equipment,

      (3) Group snowshoe equipment,

      (4) Supervision, and

      (5) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Expedition centre, field setting, during daylight hours.

3. **Standard**:The cadet, in a team of no more than six, during an expedition, shall:

   a. discuss types of snow;

   b. fit snowshoes; and

   c. practice snowshoe techniques along a route with an expedition field pack, to include:

      (1) adjusting stride;

      (2) performing a kick-turn;

      (3) crossing obstacles applicable to the terrain;

      (4) ascending a hill;

      (5) descending a hill; and

      (6) breaking snow.

4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Discuss types of snow, to include:<br>a. new fallen snow,<br>b. powder snow,<br>c. wind-packed snow,<br>d. sun crust,<br>e. corn snow,<br>f. rotten snow, and<br>g. slush snow. | Interactive Lecture | 10 min | C2-004 (pp. 299–301, pp. 309–311)<br>C2-248 (pp. 39–40, pp. 124–131, pp. 144–148) |

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP2 | Explain, demonstrate and have the cadets fit personal snowshoe equipment, to include:<br>a. snowshoes by:<br>1. identifying parts of a snowshoe, to include:<br>(a) deck,<br>(b) binding,<br>(c) crampon,<br>(d) pivot point, and<br>(e) frame; and<br>2. selecting snowshoes,<br>b. bindings, and<br>c. poles, to include sizing a pole. | Demonstration and Performance | 15 min | C2-004 (pp. 310–312)<br>C2-248 (pp. 52–57) |
| TP3 | Explain, demonstrate and have the cadets practice snowshoe techniques along a route, to include:<br>a. striding;<br>b. executing kick turns;<br>c. crossing obstacles;<br>d. ascending hills, to include:<br>1. step kick;<br>2. edging; and<br>3. switchbacking;<br>e. descending hills; and<br>f. breaking snow. | Demonstration and Performance | 235 min | C2-004 (pp. 310–312)<br>C2-248 (pp. 45–47, pp. 108–121) |

5. **Time**:

| | |
|---|---|
| a. Introduction / Conclusion: | 10 min |
| b. Interactive Lecture: | 10 min |
| c. Demonstration and Performance: | 250 min |
| d. Total: | 270 min |

6. **Substantiation**:

a. An interactive lecture was chosen for TP 1 to introduce and give direction on the types of snow that may be encountered when snowshoeing.

b. A demonstration and performance was chosen for TPs 2 and 3 as it allows the instructor to explain and demonstrate the procedure for fitting snowshoes and executing snowshoe techniques while providing an opportunity for the cadets to practice the skills.

7. **References**:

a. C2-004 ISBN 1-896713-00-9 Tawrell, P. (1996). *Camping and wilderness survival: The ultimate outdoors book*. Green Valley, ON: Author.

b. C2-248 ISBN 978-0-89886-891-3 Prater, G. (2002). *Snowshoeing: From novice to master*. Seattle, WA: The Mountaineers Books.

8. **Training Aids**:

    a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,

    b. Personal expedition equipment,

    c. Personal snowshoe equipment, and

    d. Group snowshoe equipment.

9. **Learning Aids**:

    a. Personal expedition equipment,

    b. Personal snowshoe equipment, and

    c. Group snowshoe equipment.

10. **Test Details**:This EO is assessed IAW Chapter 3, Annex B, 426 PC.

11. **Remarks**:

    a. Expedition centres are required to select two dynamic modes of travel from EO M426.02a (Paddle a Canoe), EO M426.02b (Ride a Mountain Bike), EO M426.02c (Hike Along a Route), EO M426.02d (Snowshoe Along a Route) and EO M426.02e (Ski Along a Route) to incorporate into the expedition training.

    b. This EO has been allocated nine periods in the overall course period allocation. Each expedition centre may adjust this allocation to reflect the choice of activities, facilities and available resources at the expedition centre.

    c. Upon arrival at the expedition centre, cadets will be divided into teams. Cadets will be given an opportunity to navigate and lead peers. These teams will remain the same for the duration of the weekend.

    d. Total distance for the snowshoe route can be adjusted depending on terrain and level of skill of participants.

    e. The following equipment is required when snowshoeing:

        (1) personal snowshoe equipment, to include:

            (a) snowshoes,

            (b) bindings,

            (c) poles,

            (d) whistle, and

            (e) appropriate cold-weather clothing; and

        (2) group snowshoe equipment, to include:

            (a) topographical / trail map of area as required,

            (b) compass,

            (c) first aid kit,

            (d) communication device (eg, hand-held radio),

(e) GPS receiver,

(f) cold weather emergency kit appropriate to the activity.

f. IAW A-CR-CCP-930/AG-001, *Cadet Program Interim Activity Safety Direction*, weather must be continuously assessed. Training should cease and cadets must be brought inside if the temperature gets too low (consider wind chill).

**EO M426.02E – SKI ALONG A ROUTE**

1. **Performance**:Ski Along a Route

2. **Conditions**:

   a. Given:

      (1) Personal expedition equipment,

      (2) Personal cross-country ski equipment,

      (3) Group cross-country ski equipment,

      (4) Supervision, and

      (5) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Expedition centre, Level 2, IAW A-CR-CCP-930/AG-001, *Cadet Program Interim Activity Safety Direction*, during daylight hours.

3. **Standard**:The cadet, in a team of no more than six, during an expedition, shall:

   a. analyze different types of snow and ice;

   b. fit cross-country ski equipment; and

   c. practice classic cross-country ski techniques along a route, with an expedition pack, to include:

      (1) stopping;

      (2) falling;

      (3) changing direction;

      (4) poling;

      (5) executing the diagonal stride;

      (6) ascending hills; and

      (7) descending hills.

4. **Teaching Points**:

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP1 | Discuss types of snow, to include:<br>a. new fallen snow,<br>b. powder snow,<br>c. wind-packed snow,<br>d. sun crust snow,<br>e. corn snow,<br>f. rotten snow, and<br>g. slush snow. | Interactive Lecture | 10 min | C2-004 (pp. 299–301) |

| TP | Description | Method | Time | Refs |
|---|---|---|---|---|
| TP2 | Explain, demonstrate and have the cadets:<br>a. select:<br>1. classic cross-country skis,<br>2. ski boots, and<br>3. ski poles; and<br>b. fit cross-country ski equipment. | Demonstration and Performance | 30 min | C2-237 (pp. 32–34, pp. 57–75)<br>C2-247 (pp. 33–40) |
| TP3 | Explain, demonstrate and have the cadets practice classic cross-country ski techniques along a route, to include:<br>a. falling down;<br>b. stopping;<br>c. changing direction;<br>d. poling;<br>e. executing the diagonal stride;<br>f. ascending hills; and<br>g. descending hills. | Demonstration and Performance | 220 min | C2-237 (pp. 34–53, pp. 138–141, pp. 148–159)<br>C2-247 (pp. 40–93, pp. 105–108) |

5. **Time:**

| | |
|---|---|
| a. Introduction / Conclusion: | 10 min |
| b. Interactive Lecture: | 10 min |
| c. Demonstration and Performance: | 250 min |
| d. Total: | 270 min |

6. **Substantiation**:

   a. An interactive lecture was chosen for TP 1 to introduce and give direction on types of snow and how they can affect a cross-country skier.

   b. A demonstration and performance was chosen for TPs 2 and 3 as it allows the instructor to explain and demonstrate the procedure for fitting personal cross-country ski equipment and executing classic cross-country ski techniques while providing an opportunity for the cadets to practice the skill.

7. **References**:

   a. C2-004 ISBN 1-896713-00-9 Tawrell, P. (1996). *Camping and wilderness survival: The ultimate outdoors book*. Green Valley, ON: Author.

   b. C2-237 ISBN 978-0-89886-862-3 Hindman, S. (2005). *Cross-country skiing: Building skills for fun and fitness*. Seattle, WA: The Mountaineers Books.

   c. C2-247 ISBN 978-0-393-08734-5 Lederer, W. J., & Wilson, J. P. (1970). *Complete cross-country skiing and ski touring*. (2nd ed.). Toronto, ON: George J. McLeod Ltd.

8. **Training Aids**:

   a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,

   b. Personal expedition equipment,

c. Personal cross-country ski equipment, and

d. Group cross-country ski equipment.

9. **Learning Aids**:

a. Personal expedition equipment,

b. Personal cross-country ski equipment, and

c. Group cross-country ski equipment.

10. **Test Details**:This EO is assessed IAW Chapter 3, Annex B, 426 PC.

11. **Remarks**:

a. Expedition centres are required to select two dynamic modes of travel from EO M426.02a (Paddle a Canoe), EO M426.02b (Ride a Mountain Bike), EO M426.02c (Hike Along a Route), EO M426.02d (Snowshoe Along a Route) and EO M426.02e (Ski Along a Route) to incorporate into the expedition training.

b. This EO has been allocated nine periods in the overall course period allocation. Each expedition centre may adjust this allocation to reflect the choice of activities, facilities and available resources at the expedition centre.

c. Upon arrival at the expedition centre, cadets will be divided into teams. Cadets will be given an opportunity to navigate and lead peers. These teams will remain the same for the duration of the weekend.

d. Total distance for the cross-country ski route may be adjusted depending on trail availability and skill level of participants.

e. IAW A-CR-CCP-930/AG-001, *Cadet Program Interim Activity Safety Direction*:

(1) the following personal cross-country ski equipment is required when cross-country skiing:

(a) ski boots,

(b) skis,

(c) poles,

(d) appropriate cold-weather clothing, and

(e) a whistle;

(2) the following group cross-country ski equipment is required when cross-country skiing:

(a) topographical / trail map of area as required,

(b) compass,

(c) first aid kit,

(d) communication device (eg, hand-held radio),

(e) GPS receiver, and

(f) cold weather emergency kit appropriate to the activity; and

(3) weather must be continuously assessed. If the temperature falls below -20°C (with the wind-chill factor calculated in), cadets must be brought inside.

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## INSTRUCTIONAL METHODOLOGIES AND THEIR APPLICATIONS

The various methods of instruction commonly accepted as appropriate for cadet training is outlined below.

| METHOD | DEVELOPMENTAL PERIOD ONE AGES 12 – 14 EXPERIENCE-BASED | DEVELOPMENTAL PERIOD TWO AGES 15 – 16 DEVELOPMENTAL | DEVELOPMENTAL PERIOD THREE AGES 17 – 18 COMPETENCY |
|---|---|---|---|
| **Behaviour Modeling** | Not applicable | Not applicable | Applicable |
| **Case Study** | Not applicable | Applicable | Applicable |
| **Demonstration and Performance** | Applicable | Applicable | Applicable |
| **Experiential Learning** | Applicable | Applicable | Applicable |
| **Field Trip** | Applicable | Applicable | Applicable |
| **Game** | Applicable | Applicable | Applicable |
| **Group Discussion** | Applicable | Applicable | Applicable |
| **Guided Discussion** | Not applicable | Not applicable | Applicable |
| **In-class Activity** | Applicable | Applicable | Applicable |
| **Interactive Lecture** | Applicable | Applicable | Applicable |
| **Lecture** | Applicable | Applicable | Applicable |
| **On-the job Training (OJT)** | Not applicable | Not applicable | Applicable |
| **Peer Learning** | Not applicable | Not applicable | Applicable |
| **Practical Activity** | Applicable | Applicable | Applicable |
| **Problem-based Learning** | Not applicable | Applicable | Applicable |
| **Role Play** | Not applicable | Applicable | Applicable |
| **Self-Study** | Not applicable | Not applicable | Applicable |
| **Seminar Method** | Not applicable | Not applicable | Applicable |
| **Simulation** | Not applicable | Not applicable | Applicable |
| **Tutorial** | Not applicable | Not applicable | Applicable |

General information follows on each method for its age-appropriateness, definition, application, advantages and disadvantages.

| METHOD(S) | APPLICATIONS | ADVANTAGES | DISADVANTAGES |
|---|---|---|---|
| **CASE STUDY**<br>Cadets are given a written problem, situation or scenario, to which they respond either individually or as a group in order to achieve a performance objective. The problem situation or scenario should match the experience level of the cadets and they should be given enough time either before or during the instructional period to analyze it. Responses to the case should be recorded under four headings: Facts, Assumptions, Problems and Solutions | 1. Learning principles, attitudes and concepts. | 1. Effective application of teaching principles instead of "preaching".<br>2. Cadets can help each other learn.<br>3. High energy and perfect demonstrations.<br>4. Can be easily related to a real life situation in the past and for future applications. | 1. Must be well organized and facilitated in order to ensure learning takes place. |
| **DEMONSTRATION AND PERFORMANCE**<br>Cadets observe the instructor performing the task in a demonstration, and rehearse it under the supervision of the instructor. A good example of this is drill instruction, where cadets are shown a movement and given the opportunity to practice and perform it. | | | |
| **Demonstration Method**<br>A method of instruction where the instructor, by actually performing an operation or doing a job, shows the cadet what to do, how to do it and through explanations brings out why, where and when it is done. | **Demonstration Method**<br>1. To teach manipulative hands-on operations or procedures.<br>2. To teach troubleshooting.<br>3. To illustrate principles.<br>4. To teach operation or functioning of equipment.<br>5. To teach teamwork.<br>6. To set standards of workmanship.<br>7. To teach safety procedures. | **Demonstration Method**<br>1. Minimizes damage and waste.<br>2. Saves time.<br>3. Can be presented to large groups. | **Demonstration Method**<br>1. Requires careful preparation and rehearsal.<br>2. Requires special classroom arrangements.<br>3. Requires equipment and aids. |
| **Performance Method**<br>A method in which the cadet is required to perform, under controlled conditions, the operations, skill or movement being taught. | **Performance Method**<br>1. To teach manipulative hands-on operations or procedures.<br>2. To teach operations or functioning of equipment.<br>3. To teach team skills.<br>4. To teach safety procedures. | **Performance Method**<br>1. Builds confidence.<br>2. Enables learning evaluation.<br>3. Reduces damage and waste.<br>4. Promotes safety. | **Performance Method**<br>1. Requires tools and equipment.<br>2. Requires large blocks of time.<br>3. Requires more instructors. |
| **EXPERIENTIAL LEARNING**<br>Learning in the cadet program is centred on experiential learning. This involves learning knowledge and skills from direct experience. People learn best from their own experiences and can then apply the knowledge and skills in new situations. The four stages of the | 1. To teach practical skills.<br>2. To learn how to learn.<br>3. To teach transferable skills.<br>4. To teach the process or principle.<br>5. To teach problem solving. | 1. Knowledge is shared and created by everyone.<br>2. Everyone is actively involved in the teaching – learning process.<br>3. Numerous resources are used.<br>4. Cadet based. | 1. Many resources are required (may be expensive).<br>2. Needs a lot of planning, preparation and organization prior to activity.<br>3. The instructor must master the subject developed. |

| METHOD(S) | APPLICATIONS | ADVANTAGES | DISADVANTAGES |
|---|---|---|---|
| cycle may be considered and applied to all activities within the Cadet Program, regardless of methodology chosen.<br>**Stage 1: Concrete Experience:** Cadets have an experience and take time to identify and define what the experience is. Sample activities: direct observations, simulations, field trips, and reading.<br>**Stage 2: Reflective Observation:** Cadets need to reflect on and examine what they saw, felt and thought while they were having the experience. Sample activities: discussion, journals / logs, and graphs.<br>**Stage 3: Abstract Conceptualization:** Cadets work to understand and make connections from the experience to new or different situations. Sample activities: interview, discussion, model building, analogies and planning.<br>**Stage 4: Active Experimentation:** Cadets look ahead to and plan the application of skills and knowledge acquired to future experience. Sample activities include: simulation, fieldwork.<br>Note: The cycle is ongoing as each learning experience builds on another. | | | 4. Instructor needs very good pedagogical skills.<br>5. May not be a good process for learning details. |
| **FIELD TRIP**<br>Theoretical knowledge is reinforced through participation in an activity in a real-life setting. Prior planning helps to ensure all pre-training and safety standards are met. Field trip activities are planned and carried out to achieve clear instructional objectives that are understood by the cadets. Examples can include trips to areas of local interest, flying / gliding, hiking or sailing. | 1. Awareness of historical situations.<br>2. Can be used in conjunction with many other instructional methods.<br>3. To introduce / illustrate and confirm topics. | 1. Immerse cadets in a specific environment. | 1. May be difficult to control.<br>2. Needs much organization and preparation.<br>3. May have cost involved. |
| **GAME**<br>Games are used with one or more participants to practice skills, apply strategies and enhance teams. It is critical that the game supports learning through the provision of a challenging activity that allows for the skill practice or knowledge confirmation. Games are a fun and interesting way to introduce a topic, expand cadets' understanding knowledge of topic or review material. | 1. Practical situations.<br>2. Discovery of concepts and principles.<br>3. Review and confirmation.<br>4. Games include rules and assessment. | 1. Fun, interesting.<br>2. Creates ownership.<br>3. Highly participative.<br>4. Many resources involved. | 1. May stratify the group by creating a winner and a loser.<br>2. May be difficult to providing instructor feedback. |

| METHOD(S) | APPLICATIONS | ADVANTAGES | DISADVANTAGES |
|---|---|---|---|
| **GROUP DISCUSSION**<br>Cadets discuss issues, share knowledge, opinions and feelings about a topic in small groups to a specific goal. The instructor's questioning is flexible and minimal, and aims at encouraging cadets to explore their own experiences and opinions through peer interaction. | 1. To develop imaginative solutions to problems.<br>2. To stimulate thinking and interest and to secure cadet participation.<br>3. To emphasize main teaching points.<br>4. To supplement lectures.<br>5. To determine how well cadets understand the concepts and principles.<br>6. To prepare cadets for application of theory or procedure.<br>7. To summarize, clarify points or review.<br>8. To prepare cadets for instruction that will follow.<br>9. To determine cadet progress and effectiveness of prior instruction. | 1. Increases cadet interest.<br>2. Increases cadet acceptance and commitment.<br>3. Utilizes cadet knowledge and experience.<br>4. Results in more permanent learning because of the high degree of cadet participation / cognitive involvement. | 1. Requires highly skilled instructors.<br>2. Required preparation by cadets.<br>3. Limits contents.<br>4. Consumes time.<br>5. Restricts size of group.<br>6. Requires selective group composition. |
| **IN-CLASS ACTIVITY**<br>In-class activities encompass a wide variety of activity-based learning opportunities that can be used to reinforce instructional topics or to introduce cadets to new experiences. In-class activities should provoke thought and stimulate interest among cadets, while maintaining relevance to the performance objectives. Examples of these activities include learning stations, videos, brainstorming / debating. | 1. To reinforce instructional topics.<br>2. To orient cadets to the subject.<br>3. To introduce a subject.<br>4. To give direction on procedures.<br>5. To present basic material.<br>6. To introduce a demonstration, discussion or performance.<br>7. To illustrate the application of rules, principles or concepts.<br>8. To review, clarify, empathize or summarize. | 1. To provoke thought and stimulate interest among cadets, while maintaining relevance to the performance objectives.<br>2. Permits flexibility with class size.<br>3. Requires less rigid space requirements.<br>4. Permits adaptability.<br>5. Permits versatility.<br>6. Permits better control over content and sequence. | 1. Encourages cadet passiveness.<br>2. Difficult to gauge cadet reaction.<br>3. Takes time to prepare. |
| **INTERACTIVE LECTURE**<br>The instructor-driven methodology combines both lecture and interaction to meet lesson objectives. Lecture portions of the lesson are offset with relevant activities such as videos with discussion, games to confirm and completion of handouts. | 1. To orient cadets to the subject.<br>2. To introduce a subject.<br>3. To give instruction on procedures.<br>4. To present basic material.<br>5. To illustrate the application of rules, principles or concepts.<br>6. To review, clarify, empathize or summarize. | 1. Saves time.<br>2. Permits flexibility of class size.<br>3. Requires less rigid space requirements.<br>4. Permits adaptability.<br>5. Permits versatility.<br>6. Permits better control over content and sequence. | 1. Involves one-way communication.<br>2. Poses problems in skill teaching.<br>3. Encourages passive behaviour.<br>4. Difficult to gauge cadet reaction.<br>5. Requires highly skilled instructors.<br>6. Requires a high level of concentration from the cadets. |
| **LECTURE**<br>This is a formal or semi-formal discourse in which the instructor presents a series of events, facts, principles, explores a problem or explains relationships. | 1. To orient cadets to the subject.<br>2. To introduce a subject.<br>3. To give instruction on procedures.<br>4. To present basic material.<br>5. To illustrate the application of rules, principles or concepts.<br>6. To review, clarify, empathize or summarize. | 1. Proficient oral skills are required.<br>2. Useful for big groups.<br>3. Saves time because of fewer interruptions. | 1. Should have a clear introduction and conclusion.<br>2. Cadets may be passive and uninvolved. |

| METHOD(S) | APPLICATIONS | ADVANTAGES | DISADVANTAGES |
|---|---|---|---|
| **PRACTICAL ACTIVITY**<br>Practical activities encompass a wide variety of activity-based learning opportunities that can be used to reinforce and practice instructional topics or to introduce cadets to new experiences. Practical activities should stimulate interest among cadets and encourage their participation, while maintaining relevance to the performance objectives. | 1. Review.<br>2. In practical situations such as leadership development, parade appointments, etc.<br>3. To introduce a subject. | 1. Encourage participation by cadets.<br>2. Stimulate interest in the subject.<br>3. Maintain relevance to the performance objectives.<br>4. Fun and interesting.<br>5. Creates ownership.<br>6. Highly participative in small groups.<br>7. Many resources involved. | 1. Extensive supervision is required to ensure proper content is covered.<br>2. Takes time to prepare.<br>3. Not suitable for large groups. |
| **PROBLEM-BASED LEARNING**<br>Cadets analyse a problem, apply the steps in the problem solving method and work toward solving the problem in small groups. Problem-based learning requires cadets to participate and interact with each other while developing critical thinking skills. Instructors choose problem that stimulate thought, reinforce learning and relate to the cadets' interest and needs. Throughout the exercise, instructors pose thought-provoking questions and guide cadets without influencing their decisions. | 1. Review.<br>2. In practical situations such as leadership development, parade appointments, etc. | 1. Encourage participation by cadets.<br>2. Stimulate interest in the subject.<br>3. Maintain relevance to the performance objectives.<br>4. Many resources involved. | 1. Critical thinking skills are required.<br>2. Broad knowledge of the subject matter is required. |
| **ROLE PLAY**<br>Cadets are assigned roles requiring them to interact with others in responding to various realistic situations. The instructor identifies the purpose of the role-play, provides the cadets with enough background information to help them accurately play their assigned role, and motivates them to become more fully involved in the activity. De-brief after the role-play is essential to connect the activity with the PO / EO. | 1. Skills associated with social systems or human interactions; practical situations eg. Positive Social Relations for Youth, discipline issues, behaviour on the range, leadership, instructional techniques.<br>2. Attitudinal objectives. | 1. High participation, interactive delivery and may lead to discussions.<br>2. Experience is developed in a supportive environment.<br>3. Can be very versatile depending on application eg, introduce a topic, mid-stage learning or as confirmation. | 1. Participants can be easily sidetracked, need for good preparation and controls must be set appropriately.<br>2. Competence, experience and prepared instructors required. |

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